

URBAN/MUNICIPAL

CA4 ON HBL W26

A36 1987-88

1987-88

URBAN/MUNICIPAL

MINUTES OF THE PERSONNEL
AND ORGANIZATION COMMITTEE
OF THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

CA4 ON HBL 026
P25
1987

A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1987 10 08

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached page 1
2. Report of the Affirmative Action Committee - attached page 2
3. Personnel Training Report - attached pages 3 & 4
4. Role of the Personnel and Organization Committee - attached pages 5 & 6

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached pages 7 to 10
2. Requests re "Four Over Five" Plan - Nancy Rundle page 11
 - Tiina Mallais
 - Allan M. Lindsay
 - Diane Jones

Respectfully submitted,

A. J. Brown
Director of Education
and Schools

URBAN MUNICIPAL

OCT 10 1987

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE,

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That Lee Fredson be appointed to the probationary Caretaking and Maintenance Staff, effective 1987 09 28, with salary according to the Collective Agreement.
- (b) That the resignation of Mildred Kingsbury, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1987 10 30, and that the Board's retirement gratuity be paid.
- (c) That the resignation of Stella Mieczko, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 04 26, and that the Board's retirement gratuity be paid.
- (d) That the resignation of Jane E. Canale-Hess, Administrative Staff, be accepted effective 1987 12 31.
- (e) That the resignation of James A. Whittle, Caretaking and Maintenance Staff, be accepted effective 1987 09 30.
- (f) That Diane Sayers be confirmed in the position of Counsellor (Special Needs - Adjustment), effective 1987 09 01.
- (g) That Terri Adrian, Clerical Staff, be confirmed in the position of Transportation Clerk, Transportation (Category B2, maximum \$355.00 per week), effective 1987 10 20.
- (h) That Valerie Authier, Clerical Staff, be confirmed in the position of Clerk-Typist Special Education, (Category A-B, maximum \$340.00 per week), effective 1987 09 22.
- (i) That Cheryl McGrimmond, Administrative Staff, be granted a Maternal Leave of Absence, to commence 1987 09 28, in accordance with the Employment Standards Act.
- (j) That the following members of the Administrative Staff be returned from Maternal Leaves of Absence, effective 1987 09 08:

Lori Szwarc
Lois Campbell
- (k) That the Personal Leave of Absence granted to Gael MacPherson at the September meeting, be changed to read 1987 09 28 until 1988 01 01.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

1951-52

THE UNIVERSITY OF MICHIGAN
LIBRARY

ANN ARBOR, MICHIGAN

1951

I have the honor to acknowledge the receipt of your letter of the 14th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, however, unable to give you a definite answer at this time, as the matter is still under consideration.

I am, however, sure that the authorities will give it the consideration it deserves.

I am, very respectfully,
Yours truly,
[Signature]

Enclosed for you are two copies of the report of the committee on the subject of the proposed change.

I am, very respectfully,
Yours truly,
[Signature]

I am, very respectfully,
Yours truly,
[Signature]

I am, very respectfully,
Yours truly,
[Signature]

I am, very respectfully,
Yours truly,
[Signature]

I am, very respectfully,
Yours truly,
[Signature]

Very truly,
[Signature]

I am, very respectfully,
Yours truly,
[Signature]

Very truly,
[Signature]

Very truly,
[Signature]

REPORT OF THE
AFFIRMATIVE ACTION COMMITTEE

Present: Margaret Cunningham, Chairman;
Trustees Barker, Kennedy, Van Horne and Webb.
Misses Tindall and Gillie; Mses. Deans and Morris; Messrs. Evans
and Sween.

Also
Present: Trustees Clarke and Mulholland.

Officials
Present: A. J. Krever (Director of Education and Secretary),
K. Rielly (Associate Director),
D.B. Sinclair (Manager, Personnel and Employee Relations),
L. Sproule-Jones (Affirmative Action Co-ordinator),
L. Slade (Personnel Assistant).

The Committee recommends:

GENERAL

1. That the Affirmative Action Committee supports the recommendation that a position of Assistant - Staff Development (.5) be established, on a limited term basis, to address staff development needs of employees in areas of business and school support services.

Respectfully submitted,

Margaret Cunningham,
Chairman.

Committee Room,
1987 09 08.

ATTENTIVE ACTION WITH THE

REPORT

Attention is directed to the fact that the above information is being furnished to you for your information only and should not be used for any other purpose.

REPORT

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REPORT

PERSONNEL TRAINING
REPORT OF EXPENDITURES TO SEPTEMBER 15, 1987

Board of Education,
Hamilton, Ontario,
1987 09 29

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE,
Board of Education,
Hamilton, Ontario,

Ladies and Gentlemen:

I am pleased to present the third quarterly Personnel
Training Report for 1987.

Expenditures to date in 1987 amount to \$232,617.00 versus
\$213,105.00 in 1986.

The approved Personnel Training budget for 1987 is
\$426,547.00.

Respectfully submitted,

EH/mb
Attach.

John Penner,
Business Administrator/Treasurer.

Office of Education
Washington, D.C.
1967-68

TO THE CHAIRMAN AND MEMBERS
OF THE HOUSE SELECT COMMITTEE
ON EDUCATION
WASHINGTON, D.C.

I am pleased to present the third biennial report.

Respectfully,
1967

Enclosed for you is 1967 report to the House.

Very truly,
1967

The enclosed biennial report for 1967 is

1967-68.

Respectfully submitted,

John B. ...
Director, Office of Education

John B. ...
Director

PERSONNEL TRAINING

REPORT OF EXPENDITURES TO SEPTEMBER 15, 1987

	<u>BUDGET</u>	<u>SPENT TO DATE</u>	<u>BALANCE</u>
010 Business Administration	\$ 25,707	\$ 10,389	\$ 15,318
011 General Administration	41,725	25,328	16,397
020 Computer Services	10,050	883	9,167
032 Instructional Supervision - Central Services (includes Subject Supervisors, Special Services, Staff Development, Area Superintendents)	338,935	189,765	149,170
034 School Services	3,500	3,252	248
039 Educational Research - Evaluation	550	150	400
044 Continuing Education - Evening and other	1,010	825	185
070 Physical Plant - Operation	3,190	744	2,446
075 Physical Plant - Maintenance	960	904	56
076 Transportation - Administration	810	-	810
088 Other Operating Expenditure	110	377	(267)
TOTAL PERSONNEL TRAINING	\$426,547	\$232,617	\$193,930

Personnel and Organization Committee

Membership: six trustees including elected chair and F.L.E.C. member
Chair, Board (ex officio)

Monthly Meeting: second Thursday - 6:15 p.m. (public meeting with in-camera
meeting to follow)

Responsibilities:

- 1/ Develop underlying philosophy by which human resource policies and practices are measured
- 2/ Oversee the management of personnel including job descriptions, recruitment, hiring, performance evaluation as well as interviewing for Administration Council personnel
- 3/ Provide direction for staff development, succession planning, professional development and affirmative action
- 4/ Ensure effective labour relations and collective bargaining.

Examples:

- Development of a race relations policy, harassment policy, policy for leaves of absence for staff
- Job descriptions and competency profiles for new and existing supervisory personnel.

Personnel and Organization Committee

1. The Personnel and Organization Committee shall be composed of seven members including the Chairman of the Board, one member of the French-language Education Council and five other members of the Board.
2. The Committee shall meet at 18:15 hours on the Tuesday previous to the first Thursday of each month.
3. The Committee shall have responsibility, subject always to approval of the Board, for development of the underlying philosophy by which Human Resources policies and practices are measured, and for supervising the implementation and evaluation of these policies.
4. Without limiting the generality of the foregoing, the Committee's responsibility for management of Human Resources shall include:
 - (a) human resource planning and development;
 - (b) an effective policy of affirmative action;
 - (c) job descriptions and job evaluations;
 - (d) recruitment, hiring, regulation, discipline, censure and dismissal of staff; advertise and post all vacancies arising for the positions of Director, Associate Director, Superintendent, Area Superintendent, or Assistant Superintendent; conduct interviews and make recommendations regarding these positions;
 - (e) productivity and performance evaluations;
 - (f) professional development;
 - (g) ensuring effective labour relations and collective bargaining;
 - (h) ensuring appropriate recognition;
 - (i) ensuring adequate working conditions;
 - (j) consideration and reporting on such matters as may be referred to it by the Board.
5. The committee may invite representatives from the Teacher Federations and Home and School Council to participate as resource persons, at the discretion of the Chairman, in the deliberations of the Committee.

Personnel and Organization Committee

1. The Personnel and Organization Committee shall be composed of seven members including the Chairman of the Board, one member of the Human Resources Information Council and five other members of the Board.
2. The Committee shall meet at 10:15 hours on the third Tuesday of each month.
3. The Committee shall have responsibility, subject always to approval of the Board, for the management of the following functions: (a) Human Resources Information Council; (b) Human Resources Information Council; (c) Human Resources Information Council; (d) Human Resources Information Council; (e) Human Resources Information Council; (f) Human Resources Information Council; (g) Human Resources Information Council; (h) Human Resources Information Council; (i) Human Resources Information Council; (j) Human Resources Information Council; (k) Human Resources Information Council; (l) Human Resources Information Council; (m) Human Resources Information Council; (n) Human Resources Information Council; (o) Human Resources Information Council; (p) Human Resources Information Council; (q) Human Resources Information Council; (r) Human Resources Information Council; (s) Human Resources Information Council; (t) Human Resources Information Council; (u) Human Resources Information Council; (v) Human Resources Information Council; (w) Human Resources Information Council; (x) Human Resources Information Council; (y) Human Resources Information Council; (z) Human Resources Information Council.
4. In those instances where the Chairman of the Committee is unable to perform his duties, the Chairman shall designate a member of the Committee to perform his duties.
5. The Committee may invite representatives from the Human Resources Information Council and School Council to participate in its meetings as observers.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following teachers be appointed to the Probationary Staff, effective as shown, with salaries according to schedule:

Sarah Beaven, 1987 11 02
Kathryn E. Brink, 1987 10 19 (.5)
Helen Brown, 1987 10 19 (.5)
Irene Dewar, 1987 10 19 (.5)
Valerie V. Hall, 1987 10 19
Anne-Marie Scoular, 1987 10 19
Sharon Watson, 1987 10 19 (.5)

- (b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Diane Aitken, 1987 05 12 to 1987 06 19
Marianne Bailey, 1987 10 13 to 1987 12 18
Sarah Beaven, 1987 09 08 to 1987 10 30
Christine Binicki, 1987 09 08 to further notice
Anne Cliffe, 1987 09 16 to 1987 11 10
Art Cseresnyes, 1987 09 09 to further notice
Norma Ducau, 1987 09 08 to 1988 01 31 (4/6)
Valerie V. Hall, 1987 09 08 to 1987 09 25 (.5)
1987 09 28 to 1987 10 16 (1.0)
Susan Hill, 1987 09 08 to further notice
Marjorie S. Nelson, 1987 09 14 to 1987 12 18
B. Lynn Shedden, 1987 09 09 to 1987 10 09 (.5)
Doris Viastikopoulos, 1987 10 01 to 1988 01 26
Carol D. Zapotochny, 1987 09 08 to further notice

- (c) That the following persons be appointed to the Probationary Educational Assistant Staff, effective as shown, with salary according to the salary schedule:

Janice Hamilton, 1987 09 08
Isobel McCann, 1987 09 08
Beverley Mombourquette, 1987 09 21 (.5)
Patricia Plugowsky, 1987 09 21 (.5)
Yvonne Todd, 1987 09 21

- (d) That Cathy Taube be appointed to the Probationary Secondary School Clerical and Secretarial Staff, effective 1987 10 05, with salary according to the Collective Agreement.
- (e) That the resignation of Robert Allan, Principal, who is retiring on superannuation effective 1987 12 31, be accepted with regret, and that the Board's retirement gratuity be paid.
- (f) That the resignations of the following teachers, who are retiring on superannuation, effective 1987 12 31, be accepted with regret, and that the Board's retirement gratuity be paid:

Leslie Brown

John T. Camp

- (g) That the requests of the following teachers for Release of Contract, effective as shown, be granted:

Julie Marshman-MacCuish, 1987 10 23

Janice Wilson, 1987 10 16

- (h) That the following persons be confirmed in their positions, effective 1987 09 01:

Susan Radford, School Social Worker

Monica Vicencio-Gonzalez, School Social Worker

Jennifer Long, School Social Worker

Barbara Spiak-Nutter, Community School Leader

- (i) That Richard Brawn be transferred from the Elementary Panel to the Secondary Panel, effective 1987 09 01.

- (j) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with the conditions governing Maternal Leave:

Jean M. Barber, 1987 11 02 to 1988 02 26

Janet Jessop, 1987 10 12 to 1988 02 05

- (k) That the request for a Leave of Absence, granted to Gail Hammond at the September meeting, be rescinded.

- (l) That the following teachers be returned from Leaves of Absence and assigned to teaching duties, effective as shown:

Lucy Kisway, 1987 09 01

Kathryn Raos, 1987 11 30

Monika Sebastian, 1987 10 13 (.5)

- (m) That the following Secondary School Secretarial and Clerical Staff be returned from Maternal Leaves of Absence, effective as shown:

Debbie Despres, 1987 10 15

Marianna Tulumello-Cappelletti, 1987 11 03

1. The first stage in the development of the ...

2. The second stage in the development of the ...

3. The third stage in the development of the ...

4. The fourth stage in the development of the ...

5. The fifth stage in the development of the ...

6. The sixth stage in the development of the ...

7. The seventh stage in the development of the ...

8. The eighth stage in the development of the ...

9. The ninth stage in the development of the ...

10. The tenth stage in the development of the ...

11. The eleventh stage in the development of the ...

12. The twelfth stage in the development of the ...

13. The thirteenth stage in the development of the ...

14. The fourteenth stage in the development of the ...

15. The fifteenth stage in the development of the ...

16. The sixteenth stage in the development of the ...

17. The seventeenth stage in the development of the ...

18. The eighteenth stage in the development of the ...

19. The nineteenth stage in the development of the ...

- (n) That the following Educational Assistant Staff be returned from Maternal Leaves of Absence, effective as shown:

Deborah Owen, 1987 09 21

Sandra Scott, 1987 09 08

- (o) That the timetables of the following teachers be increased as shown, effective 1987 09 01:

Catherine Attridge, from .6667 to 1.0

Lillian Bastarache, from .3333 to .6667

Elizabeth Boyd, from .6667 to 1.0

Carol Campanella, from .5 to 1.0

Barbara Carey, from .5 to 1.0

Lydia Cartlidge, from .5 to .7

Patricia DiFrancesco, from .6667 to 1.0

Janet Duncan, from .6667 to 1.0

Jane Easden, from .8 to 1.0

Donna Evans, from .5 to 1.0

Nancy Fleming, from .6667 to 1.0

Mary Gledhill, from .5 to 1.0

Gerald Kilby, from .6667 to 1.0

Lynn Knapp, from .5 to 1.0

Elizabeth Matthews, from .5 to .6

Jody McGuffin, from .5 to 1.0

Carma McKay, from .5 to 1.0

Linda Monteith, from .5 to 1.0

Joan Morrell, from .5 to 1.0

Richard Neufeld, from .6667 to 1.0

Lynda Norsworthy, from .5 to 1.0

Heather Oliver, from .5 to 1.0

Susan Pilip, from .5 to 1.0

Ruth Price, from .5 to .7

Mary I. Robertson, from .5 to 1.0

Olga Shustyk, from .5 to 1.0

Claudette Sims, from .7 to 1.0

Susan Speakman-Carlash, from .6667 to 1.0

Lynn Sutherland, from .5 to 1.0

Lynda Switzer, from .5 to 1.0

Judith Taylor, from .5 to 1.0

Betty Tuff, from .5 to 1.0

Robert VanWyck, from .8 to 1.0

Helen Vermeer, from .5 to 1.0

Nancy Voyer, from .5 to 1.0

Linda Walker, from .5 to 1.0

Dora Wolven, from .5 to 1.0

(p) That the timetables of the following teachers be increased, effective as shown:

Kenneth Durkacz, from 5/6 to 6/6, 1987 09 21

Nancy Kowalchuk, from .5 to 1.0, 1987 09 14

(q) That the timetables of the following teachers be decreased, effective 1987 09 01:

Julie Beattie, from 1.0 to .5

Diana Beatty, from 1.0 to .5

Linda Booth, from 1.0 to .5

Theresa Cardey, from .8 to .5

Melanie Cooper, from 1.0 to .5

Jane Couper, from 1.0 to .6667

Gail Frost, from 1.0 to .5

Janet Jessop, from 1.0 to .5

Nancy Jones, from 1.0 to .8

Rita Knapp, from 1.0 to .5

Jane Pogson, from 1.0 to .5

Rebecca Post, from .6 to .5

Katherine Scarth, from 1.0 to .6667

Noreen Sim, from 1.0 to .5

Heather Simpson, from 1.0 to .6667

Kathryn Starodub, from 1.0 to .6667

Margaret Westhouse, from 1.0 to .5

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

REQUESTS RE: "FOUR OVER FIVE" PLAN

- (a) That approval be granted for the request of Nancy Rundle for a Leave of Absence under the Salary Holdback Plan ("4 Over 5"), for the first semester of the 1989-1990 school year, effective 1989 09 01 to 1990 01 31, subject to the 1987-1988 Secondary School Collective Agreement.
- (b) That approval be granted for the request of Tiina Mallais for a Leave of Absence under the Salary Holdback Plan ("4 Over 5"), for the second semester of the 1989-1990 school year, effective 1990 02 01 to 1990 08 31, subject to the 1987-1988 Secondary School Collective Agreement.
- (c) That approval be granted for the request of Allan M. Lindsay for a Leave of Absence under the Salary Holdback Plan ("4 Over 5"), for the 1991-1992 school year, effective 1991 09 01 to 1992 08 31, subject to the 1987-1988 Secondary School Collective Agreement.
- (d) That approval be granted for the request of Diane Jones for a Leave of Absence under the Salary Holdback Plan ("4 Over 5"), for the 1991-1992 school year, effective 1991 09 01 to 1992 08 31, subject to the 1987-1988 Elementary School Collective Agreement.

WARRANT NO. FOUR ONE FIVE

- (1) That applicant be granted for the purpose of being entitled to a license of driver under the Motor Vehicle Act (S.S. 24) for the period commencing on the 1st day of January, 1955 and ending on the 31st day of December, 1955, subject to the provisions of the Motor Vehicle Act (S.S. 24) and the regulations thereunder.
- (2) That applicant be granted for the purpose of being entitled to a license of driver under the Motor Vehicle Act (S.S. 24) for the period commencing on the 1st day of January, 1956 and ending on the 31st day of December, 1956, subject to the provisions of the Motor Vehicle Act (S.S. 24) and the regulations thereunder.
- (3) That applicant be granted for the purpose of being entitled to a license of driver under the Motor Vehicle Act (S.S. 24) for the period commencing on the 1st day of January, 1957 and ending on the 31st day of December, 1957, subject to the provisions of the Motor Vehicle Act (S.S. 24) and the regulations thereunder.
- (4) That applicant be granted for the purpose of being entitled to a license of driver under the Motor Vehicle Act (S.S. 24) for the period commencing on the 1st day of January, 1958 and ending on the 31st day of December, 1958, subject to the provisions of the Motor Vehicle Act (S.S. 24) and the regulations thereunder.

CA4 ON HBL W26
P25
1987

A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1987 12 10

Confirmation of the minutes of the last meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached Pages 1 & 1A.
2. Assistant to the Lunchroom Coordinator - attached Pages 2 to 6
3. Staffing - Psychological Services Department - attached Pages 7 to 11
4. Reconstitution of Ad-Hoc Committee - Race Relations.
5. Tenders - Selection Procedures - Job Evaluation Plan - attached Pages 11A - 11E***
6. Report of the Communications Advisory Committee - attached Pages 12 & 13
7. Race Relations Committee - Progress Report - attached Page 14
8. Report of the Special Education Advisory Committee - attached Page 15

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached Pages 16- 17A.

****In addition to agenda mailed out.**

Board of Education,
Hamilton, Ontario.
1987 12 03.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That John Penner be appointed to the position of Treasurer for the Board of Education for the City of Hamilton, effective 1988 01 01 until 1988 10 31.
- (b) That the resignation of Walter G. Bayliss, Sr., for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid.
- (c) That the resignation of Gertrude Cooper, Cleaning Staff, be accepted effective 1988 01 15.
- (d) That Lori Adrian, Clerical Staff, be promoted to the position of Secretary - Athletic/Physical and Health Education (Category C - maximum \$408.00 per week), effective 1987 12 07, with salary according to the salary schedule.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

United States
Department of State
Washington, D.C.

TO THE SECRETARY OF STATE
FROM THE AMERICAN LEGATION
IN THE CITY OF MEXICO
MEXICO, D.F.
JANUARY 10, 1917

SECRET

A short time ago, I received the following communication from the
Mexican Legation in Washington, D.C., dated January 8, 1917:
"The Mexican Legation in Washington, D.C., has the honor to
acknowledge the receipt of your letter of January 7, 1917, and
to inform you that the same has been forwarded to the
proper authorities for their consideration. The Mexican
Legation in Washington, D.C., is very sorry that it is not
possible to give you a more definite answer at this time."
The above communication was received by the American Legation
in Mexico City on January 9, 1917. The American Legation
in Mexico City is very sorry that it is not possible to
give you a more definite answer at this time.

Very respectfully,
The American Legation

Enclosure
JAN 11 1917

ADDED RECOMMENDATIONS

GENERAL

- (e) That the resignation of Clare G. W. McKague, Superintendent of Curriculum and Special Services, for the purpose of retirement, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid.
- (f) That Rosanne DeNardis, Clerical Staff, be promoted to the position of Offset Operator - Administrative Services (Category F - maximum \$485.00 per week), effective 1987 12 07, with salary according to the salary schedule.
- (g) That Cheryl McGrimmond, Administrative Staff, be returned from Maternal Leave of Absence, effective 1988 01 25.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

Job Description

Employment period 12 months
Classification entry level clerical, category AF
Nature of the work support position to the Co-Ordinator
performing routine tasks
working under close supervision

Recommendation:

That the Personnel and Organization Committee approve the action of posting and interviewing for an assistant to the Lunchroom Program Co-Ordinator effective January 1, 1988.

Respectfully submitted,

Arnold J. Krever,
Director of Education
and Secretary

Prepared by: J. Marlene Estess, Administrative Assistant - Operations
Linda Stoltz, Personnel Assistant
Submitted by: Keith A. Riehl, Assistant Director of Education

Board of Education
Hamilton, Ontario
1987-12-03

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.

Ladies and Gentlemen:

Re: Request for Additional Secretarial Staff for Elementary Lunchroom Program

Background

Since 1980 there has been a five-fold increase in the number of lunchroom programs (89 to 428) in our elementary schools (see Fig. 1).

This increase in the number of programs has resulted in a tremendous expansion over the years in hirings for regular and substitute staff, their training and supervision (see Fig. 2).

In order to address the present administrative tasks associated with personnel, the setting up of new programs, and on-going maintenance of existing programs there is a need to increase the staff complement.

The appended job description outlines in detail how this person would assist the present Lunchroom Program Co-Ordinator

Job Requirements

Employment period	10 months
Classification	entry level clerical, category AB
Nature of the work	support position to the Co-Ordinator
.....	performing routine tasks
.....	working under close supervision

Recommendation:

That the Personnel and Organization Committee approve the action of posting and interviewing for an assistant to the Lunchroom Program Co-Ordinator effective January 1, 1988.

Respectfully submitted,

Arnold J. Krever,
Director of Education,
and Secretary

Prepared by: J. Marsden Edson Administrative Assistant - Operations
Linda Slade Personnel Assistant
Submitted by: Keith A. Rielly Associate Director of Education

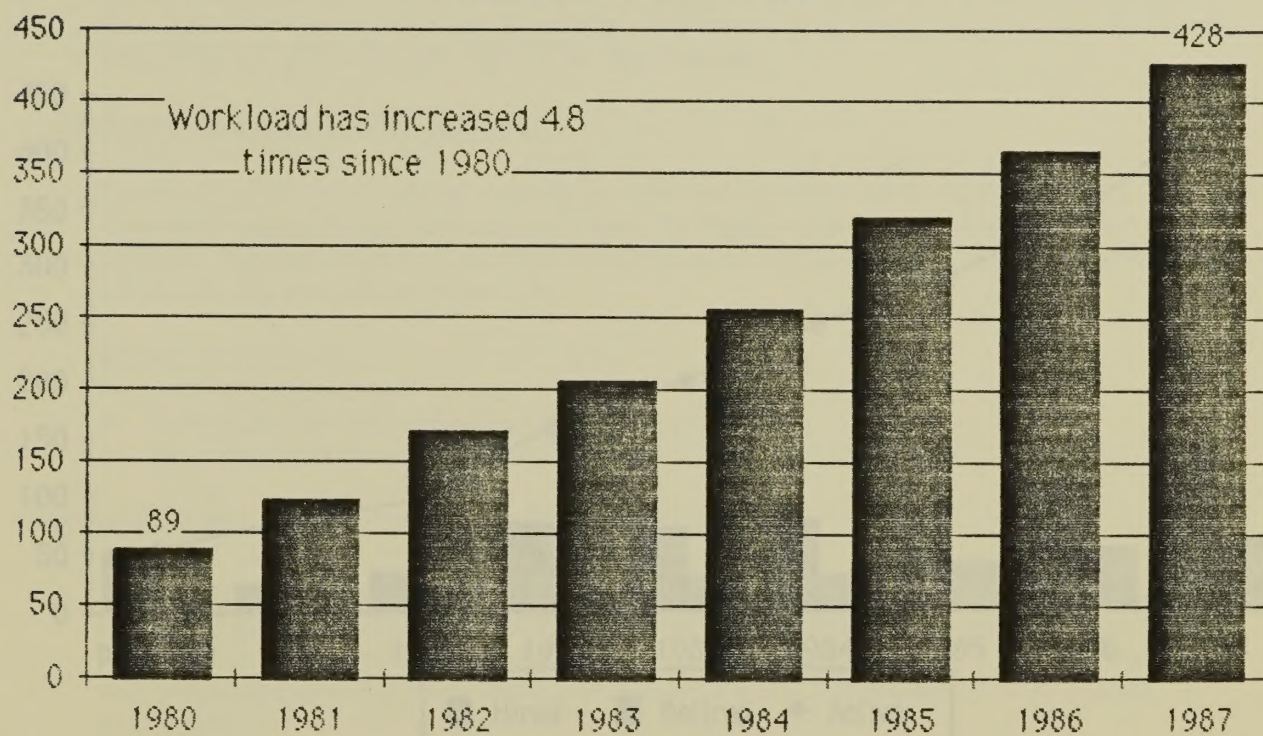
1987-12-02

Lunchroom Program Growth 1980 - 1987

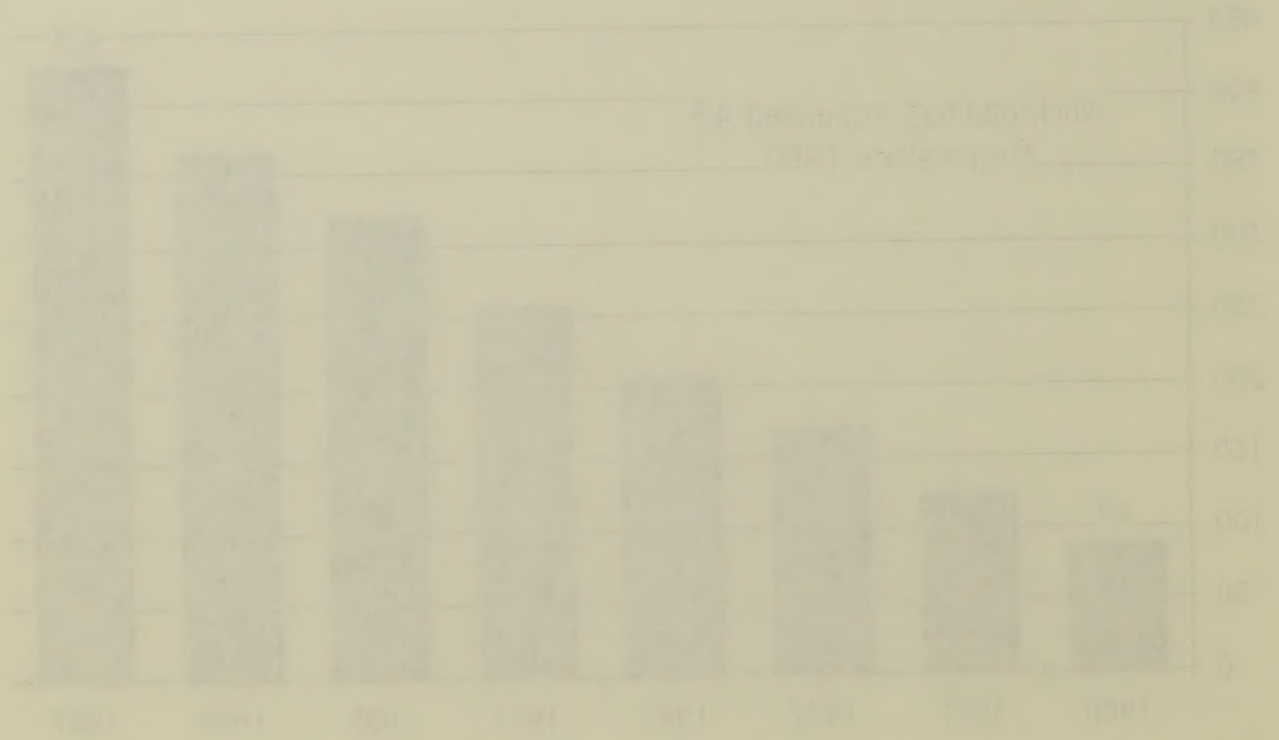
Page 1

Fig. 1

Lunchrooms Operating



Lynchburg Operating

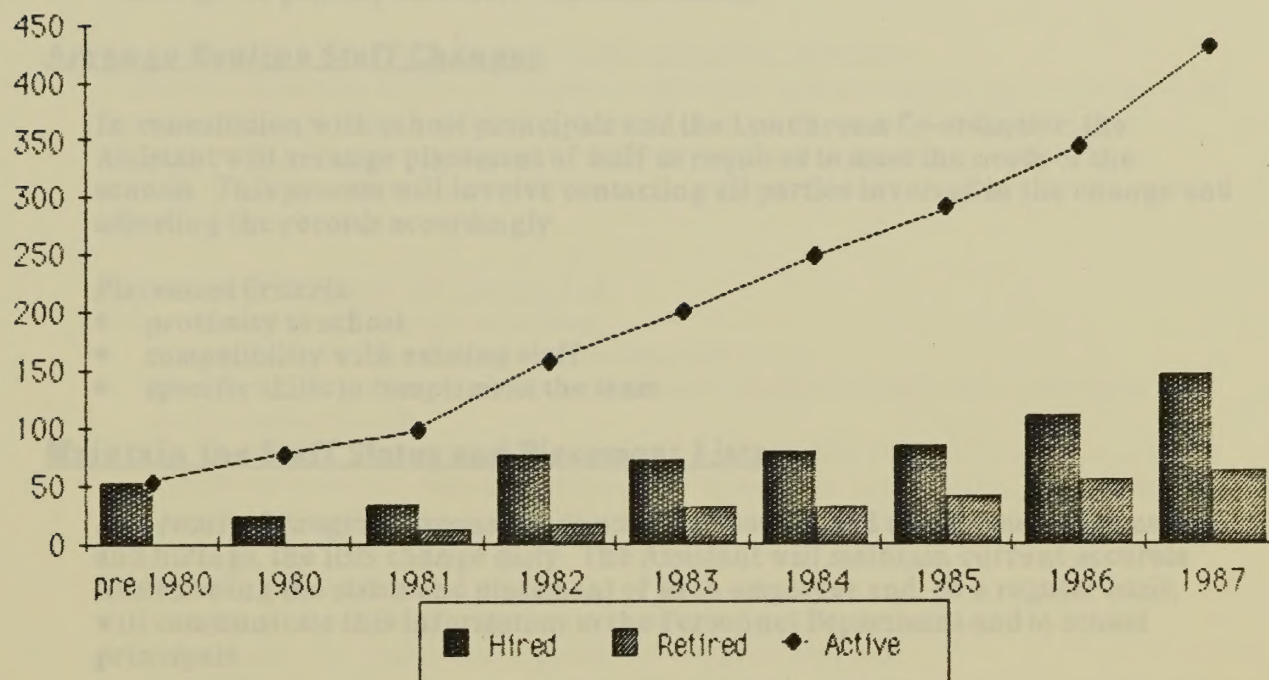


Lunchroom Program Growth 1980 - 1987

Page 2

Fig. 2

Personnel Hired/Retired/Active



Investment/Active
Percentage

10%



1987-12-02

Assistant to the Lunchroom Co-ordinator Job Description

Page 1

Make Emergency Substitutions

The Assistant will arrange substitute coverage at the request of a school secretary who has tried unsuccessfully to obtain substitute lunchroom supervision. Requests will be given priority and dealt with immediately.

Arrange Routine Staff Changes

In consultation with school principals and the Lunchroom Co-ordinator, the Assistant will arrange placement of staff as required to meet the needs of the schools. This process will involve contacting all parties involved in the change and adjusting the records accordingly.

Placement Criteria:

- proximity to school
- compatibility with existing staff
- specific skills to complement the team

Maintain the Staff Status and Placement Lists

As a result of program expansion, annual fluctuation, and continuous retirements and hirings, the lists change daily. The Assistant will maintain current accurate lists showing the status and placement of each employee and, on a regular basis, will communicate this information to the Personnel Department and to school principals.

Lists:

- Permanent and Probationary Lunchroom Supervisors
- Substitute Lunchroom Supervisors

Process the Paperwork for Hiring New Personnel

Following an applicant's interview with the Co-ordinator, if the applicant is to be hired, the Assistant will proceed as follows.

- Register the new employee, ensure the completion of all forms and provide necessary instruction for filling out and submitting time sheets.
- Forward to the Personnel Department the following:
 - Banking Instructions - Employee's Earnings
 - Record Form - New Employee
 - Tax Exemption Return

Assist With Workshop Sessions

For each of the 18 formal workshop sessions, organize the presentation packages, set up the workshop session, and pack up following the workshop.

Major Responsibility: Supervision

The Assistant will supervise volunteer workers at the request of the Leadership Coordinator. The Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.

Assistant's Job Duties

In addition to the above duties, the Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner. The Assistant will also be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.

Specific Duties

- * Supervise the work of the workers
- * Assign the workers to the various projects
- * Report the progress of the workers to the Leadership Coordinator

Assistant's Job Status and Employment

The Assistant is a volunteer position. The Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner. The Assistant will also be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.

Job

- * The Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.
- * The Assistant will also be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.

Assistant's Relationship to Other Positions

The Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner. The Assistant will also be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.

- * The Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.
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The Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner. The Assistant will also be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.

Assistant's Working Conditions

The work of the Assistant will be done in a clean and safe environment. The Assistant will be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner. The Assistant will also be responsible for seeing that the workers are properly supervised and that the work is completed in a timely manner.

1987-12-02

Assistant to the Lunchroom Co-ordinator Job Description

Page 2

Prepare Workshop Materials

Under the direction of the Co-ordinator, assist in the complete preparation of workshop materials. Package and store the completed materials until required.

Obtain Supplies and Materials

Record for the Committee Reviewing Supplies and Materials

Under the direction of the Co-ordinator, schedule and record the proceedings of an annual meeting of the Lunchroom Co-ordinator, with experienced lunchroom supervisors and appropriate resource personnel to review the materials in use during the current year and to develop a list of materials that supervisors can order the following year.

Prepare and Research the Supply List

Using suggestions from the meeting:

- Prepare a list of the materials recommended.
- Check with suppliers to determine the prices and availability of materials. Edit the list accordingly.
- When the final supply list has been approved by the Co-ordinator, prepare and distribute to lunchroom supervisors the supply list, information pertaining to the annual lunchroom allocation and procedures for ordering materials.

Process the Supply Order

- Receive and review the requests from individual lunchrooms.
- Consolidate the individual requests by supplier by item.
- Carefully file the requests. They will be needed when the materials are being prepared for distribution.
- Prepare S.E.R. forms and place the order.

Receive, Package and Ship Supplies

- Receive goods at the Dundurn Warehouse.
- Check to see that all goods have been received in good condition.
- Package the individual lunchroom orders by school, by lunchroom.
- Arrange to have the orders delivered by Board truck.

Schedule Workshops and School Visitations

Under the direction of the Lunchroom Co-ordinator and in co-operation with school principals, schedule workshop sessions and school visitations. Maintain a posted calendar showing appointments.

General Duties and Responsibilities

Under the direction of the Director, assist in the management and administration of the Department of Education. This includes the following:

Administrative Duties and Responsibilities

Under the direction of the Director, assist in the management and administration of the Department of Education. This includes the following:

- Assist in the preparation of reports and documents.
- Assist in the coordination of meetings and conferences.
- Assist in the management of the Department's budget.
- Assist in the management of the Department's personnel.
- Assist in the management of the Department's physical plant.

Program Development and Evaluation

Under the direction of the Director, assist in the management and administration of the Department of Education. This includes the following:

- Assist in the development of new programs and services.
- Assist in the evaluation of existing programs and services.
- Assist in the management of the Department's curriculum.
- Assist in the management of the Department's research.
- Assist in the management of the Department's public relations.

Public Relations and Community Outreach

Under the direction of the Director, assist in the management and administration of the Department of Education. This includes the following:

- Assist in the development of public relations materials.
- Assist in the coordination of public relations activities.
- Assist in the management of the Department's community outreach programs.
- Assist in the management of the Department's media relations.
- Assist in the management of the Department's public information.

Research and Evaluation

Under the direction of the Director, assist in the management and administration of the Department of Education. This includes the following:

- Assist in the development of research projects.
- Assist in the coordination of research activities.
- Assist in the management of the Department's research data.
- Assist in the management of the Department's research reports.
- Assist in the management of the Department's research findings.

Professional Development and Training

Under the direction of the Director, assist in the management and administration of the Department of Education. This includes the following:

- Assist in the development of professional development programs.
- Assist in the coordination of professional development activities.
- Assist in the management of the Department's professional development resources.
- Assist in the management of the Department's professional development materials.
- Assist in the management of the Department's professional development findings.

100 Main Street West
Hamilton, Ontario
1987 12 10

To the Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

INTRODUCTION

This request is motivated by an apparent need for two additional staff in our psychological services department.

- One position is requested in order to reduce a longstanding waiting list as reflected in the following statistical chart:

	<u>September-June</u>				
	1986-87	1985-86	1984-85	1983-84	1982-83
No. Carried Forward (from past year)	197	235	345	236	125
No. of New Referrals	1,032	1,087	990	1,146	1,298
No. of Cases Seen	904	1,072	1,011	938	1,087
Cancellations	82	53	89	99	100
Waiting List	243	197	235	345	236
No. of Consultation Hours	1,779.90	1,551.20	1,273.75	--	--

- The second position is the result of the study commissioned by the Discipline Committee the Board and the subsequent interim findings of Dr. John Harris which indicates a growing need for teacher support in respect to behaviourally disturbed students. It would appear that special assistance for students with behavioural difficulties in mainstream settings will be critical in the future.

ELABORATION - POSITION TO ADDRESS THE WAITING LIST

Statistics gathered within the Department over the last four years indicate a stable waiting list of between 200 to 250 students who cannot be tested within the school year. The delay of the Department in meeting the needs of these students is not acceptable within the high standard of practice which characterizes Hamilton's special education process. It is of particular note that teachers do not over use the assessment process. Over 60% of the students referred for assessment eventually become identified as Exceptional. Of the remaining 40%, it is our experience that these students require classroom consultation from the various Service Departments in order to solve complex problems.

THE SECRETARY OF THE
NAVY
WASHINGTON, D.C.
JAN 11 1961

TO THE SECRETARY OF THE
NAVY
FROM THE SECRETARY OF THE
NAVY
SUBJECT: ...

EXPLANATION

The purpose of this report is to provide information on the status of the ...
The report is prepared in order to provide a comprehensive picture of the ...
The report is prepared in order to provide a comprehensive picture of the ...

Summary of Data					
Category	1955-56	1956-57	1957-58	1958-59	1959-60
Category 1	100	100	100	100	100
Category 2	100	100	100	100	100
Category 3	100	100	100	100	100
Category 4	100	100	100	100	100
Category 5	100	100	100	100	100
Category 6	100	100	100	100	100
Category 7	100	100	100	100	100
Category 8	100	100	100	100	100
Category 9	100	100	100	100	100
Category 10	100	100	100	100	100

The purpose of this report is to provide information on the status of the ...
The report is prepared in order to provide a comprehensive picture of the ...
The report is prepared in order to provide a comprehensive picture of the ...

EXPLANATION - REASON FOR THE STATUS

The purpose of this report is to provide information on the status of the ...
The report is prepared in order to provide a comprehensive picture of the ...
The report is prepared in order to provide a comprehensive picture of the ...

In comment on the waiting list, it is of note that the Department has changed its role in service provision over the last four years. Consultation has played an increasing role in Consultants' service to schools. Simply, Consultants have moved from traditional test administration into a dynamic consultative role: working within the classroom to assist teachers who are dealing directly with students regarding specialized support. The increase in consulting hours can be seen in the statistics above and can be related to a decrease in tests administered.

In summary, expansion of the role played by Psychological Consultants and determination to alleviate the ongoing waiting list is the basis for this staffing request.

ELABORATION - APPOINTMENT OF A BEHAVIOURAL CONSULTANT

The request for additional staff in this area reflects the Board's ongoing concern with the treatment and management of behaviourally disordered students in the classroom. The Discipline Committee of the Board initiated a study of students with behavioural problems in 1985. Completion of the study indicated that the overall occurrence of the behaviourally disordered in Hamilton classrooms totals between five to six percent of the total school population. (It should be noted that these figures are a conservative estimate. Recent research at Chedoke/McMaster indicates an incidence of behavioural disturbance and other childhood disorders in the 17 percent rate.) In further empirical support of the appointment of a Behavioural Consultant, it should be noted that approximately 11 percent of referrals received in the Psychology Department request behavioural intervention. With an overall referral rate which averages 1,000 students a year, it can be seen that the number of students requiring behavioural assistance constitutes an acceptable work load for one Consultant.

The proposed role description of the Behavioural Consultant would include the following responsibilities:

- (a) To offer direct behavioural assistance to teachers in the classroom on both a full case and consultation basis.
- (b) To offer regular in-service training courses to teachers in behaviour management techniques.
- (c) To participate in and assist in the planning of relevant research endeavours designed to improve service to the behaviourally disturbed student.
- (d) Upon request, to liaise with other agencies in the provision of service to the student in his home environment and, where necessary, to operate family training courses in the school setting.
- (e) To prepare appropriate records of baseline data and detailed assessment reports for use within the Board of Education and, where necessary, for submission to other support agencies.

In summary, it can be seen that a significant proportion of referrals to Psychological Services require behavioural assistance. Within the context of our current waiting list, it is not currently possible for Psychological Consultants to offer a sophisticated behavioural consultation service to teachers. It is proposed that a position be established with direct responsibility for the delivery of behaviour management for needy students. This position is envisaged as involving both direct support and in-service. It is also proposed that the Behaviour Consultant seek involvement with other agencies in the city to ensure that the families of these students concerned receive support and training. Supporting research documents are available upon request. It should be noted that these documents have been realized specifically within the Hamilton Board of Education.

FINANCIAL IMPLICATIONS

	1988 September-December	Annual Cost
Salary, Employee Benefits and Car Allowance	\$38,000	\$96,000
	<u> </u>	<u> </u>

SUMMARY

In summary, after much thought and study, it would appear that additional staff is required by our Psychological Services for the reasons cited in the aforementioned documentation.

Therefore, it is recommended:

- (a) That a behavioural consultant be appointed to the Psychological Services Department effective September, 1988.
- (b) That a psychological consultant be appointed to the Psychological Services Department effective September, 1988.

Prepared by Peter S. Beveridge in consultation with Dr. C. Pryor, Supervisor of Psychological Services, and
E. Hodgins, Administrative Assistant, Business Administration

Submitted by: Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services
John Penner, Business Administrator/Treasurer

Approved by: A. J. Krever, Director of Education and Secretary

OFFICE MEMO

1987 11 25

TO: P.S. Beveridge, Associate Superintendent
Curriculum and Special Services

FROM: C.W. Pryor, Supervisor
Psychological Services

RE: SURVEY OF BOARDS OF EDUCATION

In compliance with your request, we have sampled the following Boards as listed below:

<u>Board</u>	<u>Student Population</u>	<u>Number of Psychological Staff</u>	<u>Ratio of Psychological Staff to Students</u>
Toronto	71,980	62	1:1,160
North York	60,504	50	1:1,216
Ottawa	28,320	22	1:1,287
Windsor	19,931	9	1:2,215
Peel	82,000	36	1:2,277
Halton	42,742	18	1:2,374
Hamilton	37,304	11	1:3,391
London	42,105	12	1:3,509

/kja

SECRET

1973 1 16

101. S. S. Gervais, President, International
 Workers and Socialist Party

102. S. S. Gervais, President
 International Workers and Socialist Party

103. Summary of Status of Membership

In accordance with your request, we have compiled the following figures as
 listed below:

Party	Number of Representatives	Number of Representatives
Toronto	31,380	65
North York	60,200	20
Mississauga	30,310	22
Windsor	10,301	9
Regina	62,200	30
Edmonton	62,300	18
Calgary	37,300	10
London	62,100	10

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ROLE DESCRIPTION FOR BEHAVIOURAL CONSULTANT

The Behavioural Consultant shall be responsible for the following duties and responsibilities. It is understood that the role of the Behavioural Consultant encompasses both the practice of behaviour therapy and knowledge of developmental and psychological theory, that is the Behavioural Consultant shall seek to offer behavioural assistance within the context of the "whole" student.

The Behavioural Consultant shall be responsible for:

- The provision of direct behavioural assistance to teachers in the classroom on both a full case and consultation basis. Such support shall include assistance in the identification of appropriate behavioural change goals, the identification of effective behavioural strategies and the monitoring and evaluation of program effectiveness.
- The provision of regular in-service training courses in behaviour management and goal identification techniques. The courses will include written materials and will make use of video tape and case discussion. The Consultant shall initiate evaluation procedures which will be submitted to the Associate Superintendent of Special Services.
- The participation of the Behavioural Consultant in ongoing research endeavours designed to identify and support the student with behavioural difficulties. Research shall include the current Achenbach Study that will also involve single case studies.
- The support of the liaison process with other agencies who support students in the home setting. Such liaison may include home visits and participation in parent training groups.
- The production of behavioural assessment profiles for submission to other agencies and Board identified I.P. & R.C.'s. The assessment function of the Behavioural Consultant will necessitate the evolution of new behavioural assessment tools.
- The establishment of consultation with senior management, such consultation to include a yearly report identifying students seen and intervention outcomes.
- The utilization of standard psychometric tests currently used within the Board. Such tests will be used in conjunction with behavioural strategies.

THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

The National Commission shall be responsible for the following duties and responsibilities: It is authorized to call on the Secretary of Education for information and assistance in carrying out its duties. It shall also have the right to call on the Secretary of Education for information and assistance in carrying out its duties. It shall also have the right to call on the Secretary of Education for information and assistance in carrying out its duties.

The National Commission shall be responsible for:

- The promotion of high standards of achievement in education in the United States.
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Board of Education,
Hamilton, Ontario.
1987 12 03.



TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Job Evaluation Tender

At the meeting of September 10, 1987, the Board approved a purchase of a Formalized Job Evaluation Plan through public tender. An advertisement was placed in newspapers during the month of November and the Board received a total of 19 submissions.

Attached for your information is a copy of the advertisement, list of companies that have submitted a proposal, selection criteria and suggested procedures for evaluating the proposals.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

Bruce Sinclair, Personnel Manager,
100 Main Street West,
HAMILTON, Ontario, L8N 3L1
Telephone: 517-5091 Ext. 528

The Board reserves the right to reject any or all proposals and request from selected firm(s) a more detailed submission for presentation to the Board.

Page 11
1991-12-01
1991-12-01

IN THE COURT OF THE COMMONS
IN THE MATTER OF THE
PETITION OF THE
GOVERNMENT OF THE
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THE COMMONS

THE COMMONS

At the meeting of the Commons on 10th March 1991, the Commons agreed a motion of a
Resolution of the Commons that the Commons should be asked to consider the
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and the Commons should be asked to consider the provision of the Commons Act 1973.



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

The Board intends to purchase a JOB EVALUATION PLAN and related services to undertake a job evaluation project involving administrative, operational and support services personnel.

Written proposals are invited from experienced firms and must be received by the Board no later than November 27, 1987. Proposals will outline the Evaluation Plan, compliance with the Ontario Pay Equity Act, personnel to be assigned, timelines, and cost estimates for each major service component; the evaluation plan, training, on-going consultation, assistance in preparing pay equity plans, and other proposed services.

To firms expressing interest, information on the proposed project can be obtained by contacting:

Bruce Sinclair, Personnel Manager,
100 Main Street West,
HAMILTON, Ontario. L8N 3L1
Telephone: 527-5092 Ext. 520

The Board reserves the right to reject any or all proposals and request from selected firm(s) a more detailed submission for presentation to the Board.



THE BOARD OF EDUCATION AND THE CITY OF NEW YORK

The Board of Education is pleased to announce a new initiative to improve the quality of education in the City of New York. This initiative is a part of the Board's ongoing commitment to excellence in education.

Within the next few months, the Board will be reviewing the current state of education in the City of New York. This review will be conducted by a special committee, which will be composed of members of the Board, teachers, parents, and community leaders. The committee will be responsible for identifying areas of strength and weakness, and for recommending ways to improve the quality of education.

To learn more about this initiative, please contact the Board of Education. Information on this project can be obtained by contacting:

Board of Education, Personnel Bureau,
100 Main Street, New York,
New York 10002, Telephone: 212-312-2100

The Board reserves the right to reject any or all proposals and requests from interested parties. A more detailed statement of the Board's policy is available upon request.

LIST OF COMPANIES WHO SUBMITTED A PROPOSAL

- 1) Alexander Consulting Group, Toronto, Ontario.
- 2) Cetrech Inc., Ottawa Ontario.
- 3) Cote - Taub, Mississauga, Ontario.
- 4) Coopers and Lybrand, Toronto, Ontario.
- 5) C.U.P.E., Local 1344, Hamilton, Ontario.
- 6) Deloitte, Haskins and Sells, Hamilton, Ontario.
- 7) Hay Management Consultants, Toronto, Ontario.
- 8) James F. Hickling Consultants, Toronto, Ontario.
- 9) Hubbard and Revo - Cohen, Reston, Virginia.
- 10) Peat Marwick Consulting Group, Ottawa, Ontario.
- 11) Price Waterhouse, London, Ontario.
- 12) Robert McDowell, Hamilton, Ontario.
- 13) Sobeco Inc., Toronto, Ontario.
- 14) Stevenson, Kellogg, Ernst and Whinney, Toronto, Ontario.
- 15) Touche - Ross, Toronto, Ontario.
- 16) T P F + C, Toronto, Ontario.
- 17) Wallace, Boyle and Associates, Toronto, Ontario.
- 18) Waterloo Consultants, Waterloo, Ontario.
- 19) Wyatt Company, Toronto, Ontario.

LIST OF COMPANIES AND FIRMS A-Z

- 11 Alexander Consulting Group, Toronto, Ontario
- 12 Alcan Inc., Ontario, Canada
- 13 Amco - York, Ontario, Canada
- 14 Canada and Ontario, Toronto, Ontario
- 15 C. H. & S., Local 1000, Ontario, Canada
- 16 Canadian National Railways, Toronto, Ontario
- 17 Day Management Consultants, Toronto, Ontario
- 18 Local 1000, Ontario, Canada
- 19 Hubbert and Ross - York, Ontario, Canada
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SELECTION CRITERIA

The following factors will be considered by the Board in evaluating all tender submissions:

General

- Firm's reputation for service and reliability
- Experience in education and the public sector
- Location and Accessibility
- Personnel to be associated with the services

Evaluation Plan

- Meet the requirements of the Ontario Pay Equity Act
- Gender-neutral comparison system
- Technically sound in its development and application
- Suitable for evaluating diverse occupational groups ranging from technical, support to managerial in educational
- Level of complexity in understanding and application
- Extent of maintenance requirements
- Reflects the Boards values in being fair in both policy and practice
- Encourages employee understanding and confidence in the process and results in a high degree of organizational ownership

Support Services

- Orientation and Training Services
- Availability of services - timelines
- Nature and extent of consultation and assistance

Costs

- Plan
- Related component services
- Flexibility

SELECTION PROCEDURES

- 1) Planning and Steering group * to screen initial proposals and develop a short list for final interview.

To be completed by December 18, 1987.

- 2) Personnel and Organization Committee to interview applicants on short list and recommend acceptance of successful proposal.

To be completed by January 26, 1988.

- 3) Board approval of successful proposal.

To be completed by January 26, 1988.

- * Mr. John Penner
Mr. Bruce Sinclair
Mrs. Linda Slade
Ms. Linda Sproule-Jones
Mr. Rob Webb
Union/Employee Group representatives

REPORT OF THE
COMMUNICATIONS ADVISORY COMMITTEE

Present: Mrs. Mary Caye Clarke (Chairman);
Trustees Rogers, Webb and Van Horne.

Officials Present: Mr. A. J. Krever (Director of Education and Secretary)
Mr. F. Neumann (Administrative Assistant to the Director)
Mr. N. Forster (Information Officer)
Mr. G. Gibson (Media Services Consultant)
Mr. P. Piche (Media Services - Video Production Technician)

The Committee recommends:

GENERAL

- (a) That the position of Information Assistant, Information Services, be established at Administrative Category 21 (\$27,051-\$30,251), effective January 1, 1988.

Respectfully submitted,

Mary Caye Clarke,

Chairman.

Committee Room,
1987 11 16.

RESEARCH AND ANALYSIS

Research and Analysis is
conducted by the

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JOB DESCRIPTION Information Assistant
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Professional Requirements:

The Information Assistant must have a university degree, or equivalent, in journalism or English. S/he should have a thorough knowledge of the school system and a good grasp of school public relations concepts. The Information Assistant requires excellent inter-personal skills as well as professional calibre writing, photography and graphics design abilities. S/he must be prepared to work long hours, particularly when coverage of Board meetings and social events is involved.

Position Summary:

The Information Assistant will work with Board members, officials and staff on a wide range of public relations duties. Reporting to the Information Officer, s/he will assist in carrying out initiatives of both the Board's Communications Advisory Committee and the System Public Relations Committee. The Information Assistant must possess specialized skills in order to produce communication materials including:

- . print brochures/booklets,
- . graphics, slides,
- . audio and video productions,
- . photographs,
- . promotional items.

S/he will also be involved in planning and carrying out external public and staff relations programs. This will include:

- . increasing public awareness of the system and its services,
- . marketing the system to maximize enrolment in day schools and adult programs,
- . attending and reporting on selected Board meetings,
- . working with the news media regarding coverage of Board activities,
- . filling public requests for information,
- . developing and maintaining staff recognition programs and events,
- . contributing to in-service workshops,
- . surveying public opinion/needs on an ongoing basis.

Reporting Relationship:

- . Report to the Information Officer and, in turn, the Director of Education.
- . Share services of one clerical staff member.

Information System

General Information

The Information System was developed as a necessary means, in addition to the traditional methods of communication, to provide a means of communication between the various departments of the organization. The Information System is designed to provide a means of communication between the various departments of the organization. The Information System is designed to provide a means of communication between the various departments of the organization.

System Features

The Information System will have the following features: 1. It will be a means of communication between the various departments of the organization. 2. It will be a means of communication between the various departments of the organization. 3. It will be a means of communication between the various departments of the organization.

- 1. It will be a means of communication between the various departments of the organization.
- 2. It will be a means of communication between the various departments of the organization.
- 3. It will be a means of communication between the various departments of the organization.

It will also be involved in planning and carrying out general public and staff relations programs. This will include:

- 1. It will be a means of communication between the various departments of the organization.
- 2. It will be a means of communication between the various departments of the organization.
- 3. It will be a means of communication between the various departments of the organization.
- 4. It will be a means of communication between the various departments of the organization.
- 5. It will be a means of communication between the various departments of the organization.

Reporting Relationship

- 1. Report to the Information Officer and, in turn, the Director of Education.
- 2. Have authority of one clerical staff member.

Board of Education,
Hamilton, Ontario.
1987 12 03.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.

Ladies and Gentlemen:

Re: Progress Report of the Race Relations Committee

The Committee, through the assistance of a working group of its members, officials and community resource people, is continuing to develop a working paper for a Board Race Relations Policy.

Input and direction has been received by the Committee from the various contributing groups.

The Ministry of Education's Report of the Provincial Advisory Committee on Race Relations with respect to "The Development of a Policy on Race and Ethnocultural Equity" has been studied by the Committee. Components from it will be considered for incorporation into the draft of the Board's Race Relations Policy.

Respectfully submitted,

Canon Joseph Rogers,
Chairman,
Race Relations Committee.

Office of the
Director, Bureau
of the Census
Washington, D.C.
1900

IN THE COURT OF THE DISTRICT OF COLUMBIA
JANUARY 11, 1900

THE UNITED STATES OF AMERICA

THE PROSECUTION REPORT OF THE DISTRICT ATTORNEY

The District Attorney, in his report to the
Attorney General, states that the
prosecution of the case of the
United States of America against the
District of Columbia, is now pending
in the Court of the District of Columbia.

The District Attorney has been advised by the
Attorney General that the case is now pending
in the Court of the District of Columbia.

The District Attorney has been advised by the
Attorney General that the case is now pending
in the Court of the District of Columbia.
The District Attorney has been advised by the
Attorney General that the case is now pending
in the Court of the District of Columbia.
The District Attorney has been advised by the
Attorney General that the case is now pending
in the Court of the District of Columbia.

Respectfully submitted,

John J. Edgar,
Director,
Bureau of the Census.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Judith Bishop (Chairman);
Trustee Desmarais; Mesdames Tilbury, and Oommen;
Miss Dalziel; Drs. Jacobs and Brennan.

Officials

Present: P. Beveridge (Associate Superintendent of Curriculum & Special Services),
R. Adams (Supervisor, Special Education),
D. Kelterborn (Administrative Officer - Business Services),
C. Pryor (Supervisor, Psychological Services).

The Committee recommends:

GENERAL

- (a) That the Special Education Advisory Committee supports the Proposal of the Committee to Examine the Use of Educational Assistants.

Respectfully submitted,

Judith Bishop,
Chairman.

Meeting Room,
1987 11 25.

Section II

Section II - General Information

1. Name of the person or persons who have been convicted of the crime:
John Doe, Jane Doe, and Robert Doe
2. Name of the person or persons who have been convicted of the crime:
John Doe, Jane Doe, and Robert Doe
3. Name of the person or persons who have been convicted of the crime:
John Doe, Jane Doe, and Robert Doe
4. Name of the person or persons who have been convicted of the crime:
John Doe, Jane Doe, and Robert Doe
5. Name of the person or persons who have been convicted of the crime:
John Doe, Jane Doe, and Robert Doe

The following information is provided for your information:

Section III

(a) That the person or persons who have been convicted of the crime have been convicted of the crime.

Respectfully,
[Signature]

John Doe
Jane Doe

John Doe
Jane Doe

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following teachers be transferred to the Permanent Staff, effective 1988 01 01, with salaries according to schedule:

Carol Balint
Anna Bozzo
Sherri Thomson

- (b) That the following teachers be appointed to the Probationary Staff, effective 1988 01 01, with salaries according to schedule:

Mosche A. Freedman
Sandra Peters

- (c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Robert DiFrancesco, 1987 10 27 to further notice
Nancy L. Fernihough, 1987 12 01 to further notice
Mosche A. Freedman, 1987 10 19 to 1987 11 27
Sherry Halla, 1987 11 16 to further notice
Samuel W. Hammond, 1987 11 16 to 1987 12 18
Lynne MacDonald, 1987 10 05 to 1987 11 30
Shirley MacDougall, 1987 10 21 to further notice
William Reeve, 1987 10 30 to 1987 11 27
Norma Ridge, 1988 01 04 to 1988 06 30 (.5)
Susan Rogers, 1987 10 26 to further notice
Virginia Ronning-Sammet, 1987 10 05 to 1987 11 03
Charmain R. Sebestyen, 1987 12 09 to 1988 04 25 (.5)
Kimberley A. Stewart, 1987 11 30 to 1988 03 25

- (d) That Michelina Bozzo be appointed to the Probationary Elementary School Clerical and Secretarial Staff, (.5), (Category A-B, maximum \$360 per week), effective 1987 12 08, with salary according to the salary schedule.

- (e) That the resignations of the following teachers, effective as shown, be accepted with regret:

Hannelore Caldarelli, 1988 01 31
Frank Duffin, 1987 12 31
Edward Kokojejko, 1987 12 31
Pamela Rogers, 1987 12 31

- 2 -

(f) That the resignation of Margaret Tombolini, School Social Worker, be accepted effective 1987 12 31.

(g) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

David Evans, 1988 02 01
Irene Eves, 1988 01 01
Gloria Guitar, 1988 01 01
Patricia Kadechuk, 1988 01 01
Debra Maxwell, 1988 01 01
Christine McKerlie, 1988 01 01
Sandra Shepherd, 1988 01 01
Gene Sutton, 1988 02 01
Pamela Tuff, 1988 01 01
Victoria Weekes, 1988 02 01
Dorothy Willson, 1988 02 01

(h) That the request of C. Jean Cutbill, for a Long Term Disability Leave of Absence, effective 1987 11 05, be granted.

(i) That the requests of the following teachers for Maternal Leaves of Absence be granted in accordance with the conditions governing Maternal Leave, and that these Leaves be followed by Leaves of Absence for Parental Reasons, effective as shown:

Brenda Finance, 1988 01 25 to 1989 08 31
Barbara Dow Lam, 1988 01 01 to 1988 08 31

(j) That the requests of the following teachers for Personal Leaves of Absence, effective 1988 01 01 until 1988 12 31, be granted:

JoAnne Ivey
H. Beverley Turner

(k) That Jocelyn Dow-Callahan, Educational Assistant Staff, be granted a Personal Leave of Absence, effective 1987 11 30 until 1988 06 30.

(l) That the requests of the following teachers for extension of their Parental Leaves of Absence, effective as shown, be granted:

Rhonda Chaimovitz, 1988 01 01 to 1988 08 31
Bonnie Mendel, 1988 01 01 to 1988 02 29
Linda Paradis, 1988 01 01 to 1988 01 29

(m) That the timetable increase of Sherry Marston, from .5 to 1.0, be extended to 1988 02 29.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

(1) That the investigation of the above named persons, as requested, is being conducted by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject.

(2) That the following persons are being investigated by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject:

- James Earl Ray, born 1928
- John Edgar Hoover, born 1895
- William J. Donovan, born 1897
- Richard M. Nixon, born 1928
- John F. Kennedy, born 1917
- Lyndon B. Johnson, born 1908
- Hubert H. Humphrey, born 1896
- Walter F. Mondale, born 1927
- Franklin D. Roosevelt, born 1882
- John F. Kennedy, born 1917
- Lyndon B. Johnson, born 1908
- Hubert H. Humphrey, born 1896

(3) That the investigation of the above named persons, as requested, is being conducted by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject.

(4) That the investigation of the above named persons, as requested, is being conducted by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject.

James Earl Ray, born 1928
John Edgar Hoover, born 1895

(5) That the investigation of the above named persons, as requested, is being conducted by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject.

James Earl Ray
John Edgar Hoover

(6) That the investigation of the above named persons, as requested, is being conducted by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject.

(7) That the investigation of the above named persons, as requested, is being conducted by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject.

James Earl Ray, born 1928
John Edgar Hoover, born 1895
William J. Donovan, born 1897

(8) That the investigation of the above named persons, as requested, is being conducted by the Bureau of Investigation, Department of Justice, and that the results of the investigation will be reported to the Committee on the subject.

Respectfully submitted,

A. J. Ryan,
Director of the Bureau of Investigation,
Department of Justice.



ADDED RECOMMENDATIONSELEMENTARY/SECONDARY

- (n) That the following teachers' names be added to clause (b):

Margaret A. Ellison
Diana V. Hill
Lillian Jovic
Karen G. Rutledge (.5)
Jane A. Trafford
Kenneth J. Ward (.5)

- (o) That the following teacher's name be added to clause (c):

Jennifer McLean, 1987 11 16 to further notice

- (p) That the effective dates of the appointment of Charmain R. Sebestyen in clause (c), be changed to 1987 11 30 to 1988 04 25 (.5).
- (q) That Cheri Woolley be appointed to the position of School Social Worker (B.S.W. Level), for a one year probationary period, effective 1988 01 04, with salary according to schedule.
- (r) That the resignation of Doreen M. Walsh, who is retiring on superannuation, effective 1987 12 31, be accepted with regret.
- (s) That Sylvia Scarrow, Administrative Staff, be granted a Personal Leave of Absence, effective 1988 01 01 until 1988 03 31.
- (t) That Sharon Bachuk, Educational Assistant Staff, be returned from Maternal Leave of Absence, effective 1988 01 04.
- (u) That the following teacher's name be added to clause (g):

Jean Barber, 1988 02 29

- (v) That the timetable of L. D. Gail Osborne be decreased from 1.00 to .5, effective 1988 01 01.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

(a) That the following persons' names be added to clause (a):

Harvey A. Karpis
Alvin Karpis
William Weaver
George J. Barker
John A. Barker
Charles J. Barker

(b) That the following persons' names be added to clause (b):

Charles Brown, 1935 to 1936; and

(c) That the activities of the persons of Charles E. Brown, as shown
(d) be changed to 1935 to 1936 to 1937.

(e) That Charles Brown be added to the list of persons of Charles E. Brown, as shown
(f) to be changed to 1935 to 1936 to 1937.

(g) That the activities of Charles E. Brown, who is active in connection
with the 1935 to 1936, be changed to 1935 to 1936.

(h) That Charles Brown, who is active in connection with the 1935 to 1936,
be changed to 1935 to 1936 to 1937.

(i) That Charles Brown, who is active in connection with the 1935 to 1936,
be changed to 1935 to 1936 to 1937.

(j) That the following persons' names be added to clause (j):

John Barker, 1935 to 1936

(k) That the activities of the persons of Charles E. Brown, as shown
to be changed to 1935 to 1936 to 1937.

Respectfully submitted,

Attest:
Charles E. Brown
and Secretary.



CA 40N HBL W26

P25

1988

A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 01 14

Confirmation of the minutes of the last meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **Page 1**
2. Superintendent of Plant - attached **Page 2**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **Pages 3 & 4**
2. Request To Withdraw from "Four Over Five" Plan - Jamie Quinn
- Russell Evans - attached **Page 5**

URBAN MUNICIPAL

JAN 12 1988

GOVERNMENT DOCUMENTS

LIBRARY OF THE

U.S. DEPARTMENT OF THE INTERIOR

Geological Survey

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That Marilyn Abraham be appointed to the position of Job Analyst, Personnel Department, on a project basis and for a two year term, effective 1988 01 18 to 1990 01 17, at the starting salary of \$30,000 per annum.
- (b) That Jean Pierre Braband be appointed to the Administrative Staff - Stage Technician, for a one year probationary period, (Category 24 - maximum \$27,536 per annum), effective 1988 01 11, with salary according to the salary schedule.
- (c) That Joanne Evans be appointed to the probationary Clerical Staff, (Category B2 - maximum \$375.00 per week), effective 1988 01 18, with salary according to the salary schedule.
- (d) That Dorothy Anderson be appointed to the probationary Clerical Staff, (Category C - maximum \$408.00 per week), effective 1987 12 15, with salary according to the salary schedule.
- (e) That the following persons be appointed to the probationary Cleaning Staff, effective 1987 12 14, with wage rate according to the Collective Agreement:
 - Concetta Amatangelo
 - Paulette Carmichael
 - Giovanna Fruscella
 - Sharon Harrington
 - Linda McKechnie
- (f) That the resignation of John M. Watt, Administrative Staff, for the purpose of retirement, be accepted with regret effective 1988 02 29, and that the Board's retirement gratuity be paid.
- (g) That the resignation of Mary E. Reynolds, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1987 12 31, and that the Board's retirement gratuity be paid.
- (h) That Elizabeth Ciprietti be confirmed in the position of Speech/Language Pathologist, effective 1987 12 01.
- (i) That Gael MacPherson, Psychological Consultant, be returned from a Personal Leave of Absence, effective 1988 01 04.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

State of Illinois
County of Cook
City of Chicago

To the Court and Jury
I, the undersigned,
do hereby certify that
the within and foregoing
is a true and correct
copy of the original
as the same appears
from the records of
the Court.

Witness my hand and seal
this 1st day of January
1901.

CLERK

I have the honor to acknowledge the receipt of your letter of the 27th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors.

The Board of Directors has been organized and is now in session. It is expected that a decision will be reached within a few days. I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors.

I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors. I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors.

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Very respectfully,
Your obedient servant,
J. J. [Signature]
Clerk of the Court

I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors. I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors.

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I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors. I am, however, unable to say when a decision will be reached, as the matter is now in the hands of the Board of Directors.

Respectfully,
J. J. [Signature]

State of Illinois
County of Cook
City of Chicago

Board of Education,
Hamilton, Ontario,
1988 01 14.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Mr. Singer retires on December 31, 1987 and we recommend that he continue to work for the Board on a part time basis until such time as the new Superintendent of Plant is hired. He will be paid an hourly rate and it will be based on his present salary.

Mr. E. Bohé's temporary appointment should be extended to March 31, 1988 which should cover the period until the Superintendent of Plant has been appointed. This will ensure the continuous operation of the Building Department until the new appointments are in place.

RECOMMENDATIONS:

1. That Mr. J. Singer continue working at the Board at approximately 60% of full time until such time as the new Superintendent of Plant is appointed.
2. That Mr. E. Bohé's temporary appointment be extended to March 31, 1988.

Respectfully submitted,

mb

John Penner,
Superintendent of Finance and Treasurer.

Page 2
1952 2 24

TO THE CHAIRMAN AND MEMBERS
FEDERAL TAX COMMISSION
WASHINGTON, D.C.

Dear Sirs:

My report on the progress of the work of the Commission during the year 1951 is being submitted to you in accordance with the provisions of the Federal Tax Commission Act, 1946, as amended.

The Commission has during the year 1951 continued its study of the problems of the Federal Tax System and has held numerous public hearings on the subject. It has also conducted extensive research into the various aspects of the Federal Tax System.

Very truly yours,

1. That the Commission has during the year 1951 continued its study of the problems of the Federal Tax System and has held numerous public hearings on the subject.

2. That the Commission has during the year 1951 continued its study of the problems of the Federal Tax System and has held numerous public hearings on the subject.

Respectfully submitted,

John F. Kennedy
Chairman of the Federal Tax Commission

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following teachers be transferred to the Permanent Staff, effective 1988 02 01, with salaries according to schedule:

Patricia Ashton
Sheila Babb
Karen Baetz
Paul Beattie
Mary Bliszczyk
Jean Cole
Jane Couper
Helen Demczuk
Maureen Fraser
Michael Helt
Eleanor Kellam
Julia Lamont
Barbara MacLeod
Richard Moll
Sharon Reading
Sarah Schwenger
Barbara Tkach
Wilma Torrens
Linda Wolski

- (b) That David Thomas be appointed to the Probationary Staff, effective 1988 02 01, with salary according to schedule.
- (c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Paul Brown, 1987 11 16 to 1988 01 31
Barbara Jarrett, 1987 10 06 to further notice
Carolyn L. MacCullum, 1988 01 04 to 1988 01 22 (.5)
1988 01 25 to 1988 06 30 (1.0)
Mary L. Modica, 1987 11 23 to 1988 01 04 (1.0)
1988 01 05 to further notice (.5)
George Pater, 1987 10 05 to 1988 01 31
Stuart Porter, 1987 11 23 to further notice
Ronald Vickers, 1987 11 09 to 1988 01 31

- (d) That Anne Lennox be appointed to the probationary Elementary School Clerical and Secretarial Staff (.5), (Category B2 - maximum \$375.00 per week), effective 1988 01 11, with salary according to the salary schedule.

- (e) That Ann Marie Reid be appointed to the probationary Elementary School Clerical and Secretarial Staff, (.5), (Category A-B - maximum \$360.00 per week), effective 1988 01 05, with salary according to the salary schedule.
- (f) That Deborah Germaney be appointed to the probationary Elementary School Clerical and Secretarial Staff, (.8), (Category A-B - maximum \$360.00 per week), effective 1988 01 05, with salary according to the salary schedule.
- (g) That the Release of Contract requested by Murray Cunningham, who is retiring on superannuation, effective 1988 02 29, be granted, and that he receive the gratuity in according to the Board's plan.
- (h) That the resignation of Michelina Bozzo, Elementary School Clerical and Secretarial Staff, be accepted effective 1987 12 16.
- (i) That John Allchin be confirmed in the position of Head of Department (Mathematics), effective 1988 01 01.
- (j) That the following teachers be returned from Leaves of Absence, and assigned teaching duties, effective as shown:

Ann Cucuz, 1988 01 01
Esther Hurden, 1988 01 01
Janet Jessop, 1988 02 08
Leys Malpass, 1988 02 01
Susan Mummery-Bacon, 1988 01 01 (.5)
Lee Raso, 1988 02 01

- (k) That the requests of the following teachers for Maternal Leaves of Absence, be granted in accordance with the conditions governing Maternal Leave, effective as shown:

Cathy Court, 1988 02 15 to 1988 06 10
Diana Lew, 1988 04 05 to 1988 08 02

- (l) That the request of Valerie Bryce for a Maternal Leave of Absence, effective 1988 02 01 to 1988 05 27, be granted in accordance with the conditions governing Maternal Leave, and that this Leave be followed by a Leave of Absence for Personal Reasons until 1988 08 31.

- (m) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

David Cuttriss, 1988 01 01 to 1988 08 31
Philip Conklin, 1988 09 01 to 1989 08 31
Etta Hertzberg, 1988 02 01 to 1988 08 31

- (n) That Marilyn Wilson, Secondary School Clerical and Secretarial Staff, be granted a Personal Leave of Absence, effective 1988 01 04 until 1988 04 01.

- (o) That Joan Wright, Educational Assistant Staff, be granted a Personal Leave of Absence, effective 1988 03 21 until 1988 06 29.

- (p) That the timetable of Louise Lefebvre-Brejak be decreased from 1.0 to .5, effective 1988 01 01.

Respectfully submitted,
A. J. Krever,
Director of Education
and Secretary.

REQUEST TO WITHDRAW FROM "FOUR OVER FIVE" PLAN

- (a) That the Board rescind the leave of absence granted to Jamie Quinn for the second semester of the 1989-1990 school year, effective 1990 02 01 to 1990 08 31, and approve her request to withdraw from the Salary Holdback Plan ("4 Over 5").
- (b) That the Board rescind the leave of absence granted to Russell Evans for the first semester of the 1990-1991 school year, effective 1990 09 01 to 1991 09 31, and approve his request to withdraw from the Salary Holdback Plan ("4 Over 5").

QUESTIONS TO BE ANSWERED BY THE COURT

- (a) The Court should determine whether the evidence presented is sufficient to establish the facts of the case, and if so, whether the law is correctly applied.
- (b) The Court should determine whether the evidence presented is sufficient to establish the facts of the case, and if so, whether the law is correctly applied.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN MUNICIPAL

FEB 8 1988

GOVERNMENT DOCUMENTS

CA40NHBLW26
P25
1988

1988 02 04.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE,
(Trustees Clarke, Bell, Hicks, Mulholland, Paquin, Whiteman and Van Horne).

Ladies and Gentlemen:

Please be advised that the regular meeting of the **Personnel and Organization Committee** will be held on Tuesday, 1988 02 09 at 18:15 hours, **prior to** the regular monthly meeting of the **Operations Management Committee**.

Your attendance is requested.

Yours truly,

A handwritten signature in cursive script, appearing to read "A. J. Krever/sk".

A. J. Krever,
Director of Education,
and Secretary.

fd

Notice to all Trustees and Representatives.

A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 02 09

Confirmation of the minutes of the last regular meeting, and special meeting of 1988 01 26.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **pages 1 to 7**
2. Procedures - Administrative Appointment.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **pages 8 & 9**

Respectfully submitted,

A. J. Street,
Director of Education
and Curriculum.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the following clauses be referred to the 1988 Budget Review process:

(i) That the position of Safety Clerk - Personnel (Category B2 - maximum \$375.00 per week), be increased from a part-time .5 position to a full-time position, effective 1988 05 01.

(ii) That the position of Caretaking Clerk - Buildings (Category B2 - maximum \$375.00 per week), be increased from a part-time .5 position to a full time position, effective 1988 05 01.

(iii) That the position of Kit Services Clerk - Science (Kit Services), (Category A-B - maximum \$360.00 per week), be established, effective 1988 05 01.

(b) That the resignations of the following Supervisors, who are retiring on superannuation, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid to each:

John Nugent (Visual Arts)
Jason Wong (History)

(c) That the resignation of Russell Patterson, Secondary School Foreman, for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid.

(d) That the resignations of the following persons, from the Caretaking and Maintenance Staff, for the purpose of retirement, be accepted with regret, effective as shown, and that the Board's retirement gratuity be paid to each:

George Davidson, 1988 05 27 (secondary)
Dick L. Vandermaarel, 1988 06 30 (secondary)
John Crawford, 1988 06 30 (secondary)
Arthur Pougher, 1988 06 30 (elementary)

(e) That the resignation of Lillian R. Macklem, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid. (elementary)

(f) That the resignation of Evelyn Curnew, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 01 21. (elementary)

(g) We regret to announce the death of Robert A. Patton, Caretaker, on 1988 02 01. (elementary)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

SAFETY CLERK

JOB DESCRIPTION

Under the direction of the Co-ordinator, Occupational Health and Safety, the Safety Clerk is responsible for processing Workers' Compensation claims, and assisting in administration of health and safety programs.

Principal Duties:

1. Prepare Workers' Compensation Board Reports and Summaries for all departments on a monthly and annual basis.
2. Maintain and ensure accuracy of all W.C.B. records and files.
3. Liaison with Board employees, W.C.B. personnel and other agencies to ensure accurate and efficient transmission of accident information.
4. Monitor and ensure accuracy of W.C.B. expenditures on behalf of the Board of Education.
5. Maintain appropriate Health and Safety systems related to ongoing programs.
6. Assist the Co-ordinator where required in research, analysis and implementation of safety programs.
7. Administer all W.C.B. and Safety correspondence and files.
8. Other related duties as assigned.

THE PROBLEM

THE PROBLEM

Under the heading of the "problem" is placed a statement of the problem, a statement of the purpose of the study, and a statement of the scope of the study.

THE PROBLEM

1. The first part of the problem is the statement of the problem.

2. The second part of the problem is the statement of the purpose of the study.

3. The third part of the problem is the statement of the scope of the study.

4. The fourth part of the problem is the statement of the method of the study.

5. The fifth part of the problem is the statement of the results of the study.

6. The sixth part of the problem is the statement of the conclusions of the study.

7. The seventh part of the problem is the statement of the limitations of the study.

8. The eighth part of the problem is the statement of the suggestions for further study.

JOB DESCRIPTION

Clerk, Caretaking Department

Category B2

Under the direction of the Superintendent of Plant Operations, the Caretaking Clerk is responsible for assisting in the administration of the Building Department's Caretaking Staff.

Duties and Responsibilities include:

1. Receive and confirm all caretaking absence records in conjunction with the Personnel Department. Update master absence records.
2. Update Master Employment Record (transfers, address changes, certification/training program completion) as required.
3. Type employee reply letters (as instructed by Supervisor) for vacation requests and leaves of absences for April, May, June -- September, October, November only.
4. Update Employee Surveillance Address Folder for Commissionaires in preparation for emergency contacting after school hours.
5. Receive supply and costing information from recreation centres to prepare monthly report for accounting purposes.
6. Assist Senior Clerk in forwarding job posting replies to all applying caretakers.
7. Type and distribute all employee and departmental correspondence, memoranda, etc.
8. Record and type minutes for Department meetings.
9. File all departmental correspondence and information.
10. Assist Senior Clerk in updating caretaker timing sheets and workloads for all school maintenance.
11. Daily update colour coded staffing chart for all employee locations.
12. Input all caretaking equipment records in computer.
13. Other duties as assigned.

1988 02 01

REQUEST

That the position of Kit Services Clerk - Science (Kit Services) (Category A-B - maximum \$360.00 per week) be established, effective 1988 05 01.

RATIONALE IN SUPPORT OF A KIT SERVICES CLERK

For the past few years, temporary casual assistance has been required to assist our Science Technician (Mrs. Jean Currie) in providing adequate services to our elementary schools. Since 1982, this occasional assistance requirement increased steadily to the point where, by 1985, it was necessary to employ casual workers for five (5) days per week, every week, for the 10 month school year. This technical assistance has been required at the same level throughout 1986 and 1987. The following educational developments suggest that the extent of technical assistance required by our kit services is likely to remain high:

1. The recently developed Kindergarten science program ("Kindermucking") is being enthusiastically received by students, parents and teachers in pilot test schools ... implementation in all schools necessitates increased technical assistance.
2. A fully implemented Primary Environmental Studies program with hands-on, activity-based learning using consumable kits, tools, and equipment necessitates the maintenance of a high level of technical services.
3. Revisions of our Junior Science Core Units to bridge the primary to intermediate years with a new skill-building curriculum requires re-designing kit materials while maintaining service to the existing classrooms.
4. Requests for "mini-kits" for Special Education classrooms has increased significantly in the past two (2) years.
5. Recent Ministry initiatives for elementary school science programs is causing a review of the scope and sequence of science skills resulting in revised learning materials.

Since a trained, full-time employee would better meet the present demands required of our technical services, it is, therefore, requested that the position of Kit Services Clerk be established.

COST: \$20,966 per annum
 (salary + benefits)

 \$13,977 for 1988 (8 months)
 (salary + benefits)

QUESTIONS

1. The first question is: "What is the purpose of the study?" The purpose of the study is to determine the effect of the treatment on the outcome.

QUESTIONS

2. The second question is: "What is the design of the study?" The design of the study is a randomized controlled trial. The study was conducted in a hospital setting. The participants were randomly assigned to either the treatment group or the control group. The treatment group received the treatment, and the control group received a placebo. The outcome was measured at baseline and at follow-up.

3. The third question is: "What is the primary outcome?" The primary outcome is the change in the outcome variable from baseline to follow-up. The outcome variable is the number of days the patient is hospitalized.

4. The fourth question is: "What is the secondary outcome?" The secondary outcome is the change in the outcome variable from baseline to follow-up. The outcome variable is the number of days the patient is hospitalized.

5. The fifth question is: "What is the sample size?" The sample size is 100. The sample size was determined based on the power of the study.

6. The sixth question is: "What is the significance level?" The significance level is 0.05. The significance level is the probability of rejecting the null hypothesis when it is true.

7. The seventh question is: "What is the confidence interval?" The confidence interval is 95%. The confidence interval is the range of values within which the true value of the outcome variable is likely to fall.

8. The eighth question is: "What is the conclusion?" The conclusion is that the treatment has a significant effect on the outcome variable. The treatment group had a significantly lower number of days hospitalized than the control group.

ANSWERS

1. The purpose of the study is to determine the effect of the treatment on the outcome.

2. The design of the study is a randomized controlled trial. The study was conducted in a hospital setting. The participants were randomly assigned to either the treatment group or the control group. The treatment group received the treatment, and the control group received a placebo. The outcome was measured at baseline and at follow-up.

JOB DESCRIPTION

Kit Services Clerk

The Kit Services Clerk would be responsible directly to the Science Technician and ultimately to the Science Supervisor. The duties of the Kit Services Clerk would focus on the maintenance of science classroom kits which are utilized by all the elementary schools.

Specific duties include:

1. The labelling of the various science kits for distribution each week.
2. The loading of the kits onto skids in the proper order for most efficient delivery to schools.
3. Weekly phone call reminder to all schools to have their kits ready for pick-up.
4. The inspection of science kits after their use in schools, replacing supplies, cleaning equipment, etc.
5. The carrying-out of repairs or replacements as needed for each kit.
6. Compiling a list of kit items which are in short supply and need re-ordering.
7. Informing the Science Technician of instances of misuse of materials in the schools or expensive missing items from the kits.
8. The storing of kits when not in use.
9. Assisting in the advance ordering of science kits for the following year.
10. Duplicating extra copies of specific kits as necessary.
11. Preparing "mini-kits" for Special Education Teachers who don't require the entire kit.
12. Checking packing slips and unpacking new supplies and equipment.
13. Assuming any other duties as assigned by the Science Technician.

THE UNIVERSITY

THE UNIVERSITY

The University of the South Pacific is a body corporate established by the University of the South Pacific Act, 1968. The University is a body corporate established by the University of the South Pacific Act, 1968. The University is a body corporate established by the University of the South Pacific Act, 1968.

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Board of Education,
Hamilton, Ontario.
1988 02 04.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Paul Clark, 1988 02 01 to 1988 05 27 (secondary)
Biruta Kwapisinski, 1987 11 06 to 1987 12 18 (elementary)
Joyce E. Laidlaw, 1988 02 15 to 1988 06 30 (elementary)
Maryellen Reilly, 1988 02 22 to 1988 06 30 (elementary)
B. Lynn Shedden, 1987 12 15 to further notice (elementary)
Roy Vallinga, 1987 11 19 to further notice (elementary)

- (b) That the effective dates of Carolyn MacCallum's appointment to the Occasional Staff, approved at the January Meeting, be changed to 1988 01 04 to 1988 06 30 (.5). (elementary)
- (c) That the term of Joyce Stewart, Primary Consultant, be extended from 1988 01 01 to 1989 12 31.
- (d) That Linda Lee be appointed to the probationary Elementary School Clerical and Secretarial Staff, (.5), (Category B2 - maximum \$375.00 per week), effective 1988 01 25, with salary according to the salary schedule.
- (e) That Susan Guyatt, Elementary School Clerical and Secretarial Staff, be promoted to the position of Elementary School Secretary (Category C - maximum \$408.00 per week), effective 1988 01 25, with salary according to the salary schedule.
- (f) That the resignation of Charles Scott, Principal, who is retiring on superannuation, effective 1988 06 30, be accepted with regret, and that he receive the Board's gratuity. (elementary)
- (g) That the resignations of the following teachers, who are retiring on superannuation effective 1988 06 30, be accepted with regret, and that each receive the Board's gratuity:

Beverly Allan (elementary)
William A. Foster (secondary)
Joseph Glassco (secondary)
Marion E. W. McKague (elementary)
Doris Rundle (secondary)
Joseph Sojnocki (secondary)
Gwyneth Steinnagel (secondary)
Joseph Wojcik (secondary)
Reginald Woodworth (secondary)

MEMORANDUM

I have the honor to submit the following recommendations for your consideration:

- (a) That the following persons be appointed as the Board of Education, effective as shown, with salaries as indicated:

John J. ...
...
...
...
...
...
...

- (b) That the following persons be appointed as the Board of Education, effective as shown, with salaries as indicated:

- (c) That the following persons be appointed as the Board of Education, effective as shown, with salaries as indicated:

- (d) That the following persons be appointed as the Board of Education, effective as shown, with salaries as indicated:

- (e) That the following persons be appointed as the Board of Education, effective as shown, with salaries as indicated:

- (f) That the following persons be appointed as the Board of Education, effective as shown, with salaries as indicated:

- (g) That the following persons be appointed as the Board of Education, effective as shown, with salaries as indicated:

...
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- 2 -

- (h) That the resignation of Debra J. Baker, Secondary School Clerical and Secretarial Staff, be accepted effective 1988 01 06.
- (i) That the Release of Contract requested by Charles Mickle, who is retiring on superannuation, effective 1988 03 21, be granted, and that he receive the Board's gratuity. (secondary)
- (j) That Angela Mouriopoulos be returned from Leave of Absence and assigned teaching duties, effective 1988 01 26 (.5). (elementary)
- (k) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with the conditions governing Maternal Leave:

Lillian Somerville, 1988 02 29 to 1988 04 29 (elementary)
Elizabeth Unruh, 1988 02 01 to 1988 05 27 (secondary)

- (l) That Mary Lou Matteucci, Elementary School Clerical and Secretarial Staff, be granted a Maternal Leave of Absence, effective 1988 03 28, in accordance with the Employment Standards Act.
- (m) That the effective dates of the Maternal Leave of Absence granted to Cathy Court at the January Meeting, be changed to 1988 01 20 to 1988 05 17. (elementary)
- (n) That the request of Mavis Brown for a Personal Leave of Absence, effective 1988 05 16 to 1988 06 30, be granted. (elementary)
- (o) That the request of Sylvia Lennon for a Personal Leave of Absence, effective 1989 02 01 to 1989 08 31, be granted. (secondary)
- (p) That the request of Katherine Coltart for a Personal Leave of Absence, effective 1988 09 01 to 1989 08 31, be granted. (secondary)
- (q) That Ann Day, Educational Assistant Staff, be granted a Personal Leave of Absence, effective 1988 01 25 until 1988 06 30.
- (r) That the Leave of Absence granted to Gail Rappolt at the March 1987 Meeting, effective 1988 02 01 to 1988 08 31, be rescinded.
- (s) That the timetable of Lori Firstbrook be increased from .5 to 1.0, effective 1988 01 12 until further notice. (elementary)
- (t) That the request of George Omorean for overseas exchange with a teacher from Australia for the period 1989 01 01 to 1989 12 31, be approved subject to the condition that a suitable exchange teacher from Australia can be arranged through the Ministry of Education. (secondary)
- (u) We regret to announce the death of Jo-Ann Lloyd, Teacher, on 1988 01 16. (elementary)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 03 10

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **pages 1, 2 & 1-A**
2. Search Procedures - Director of Education - attached **pages 1-B to 1-E**
3. Human Resources Department - a) Job Description - Superintendent of Human Resources
b) Image of the Department **Revised pages 2-A to 2-Q**
4. Personnel Training Report - attached **pages 3 & 4**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **pages 5 to 6-A**
 - *2. Request re "Four Over Five" Plan - William D. Muirhead - attached **page 7**
- *In addition to agenda mailed out.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

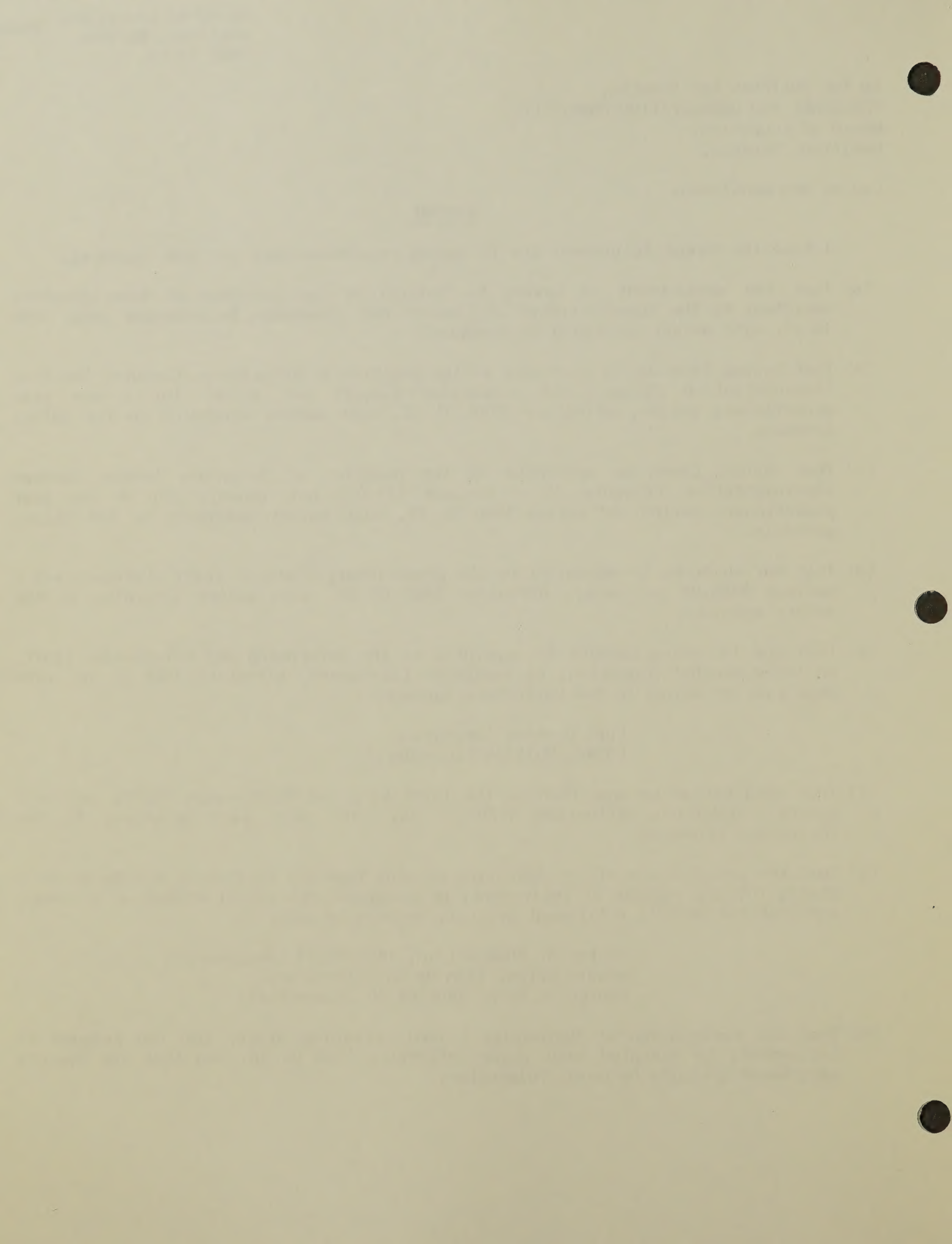
- (a) That the appointment of Edward R. Hodgins to the position of Administrative Assistant to the Superintendent of Finance and Treasurer, be extended until 1988 10 31, with salary according to schedule.
- (b) That George Tamarino be appointed to the position of Programmer, Computer Services (Administrative Category 15 - maximum \$34,229 per annum) for a one year probationary period, effective 1988 03 07, with salary according to the salary schedule.
- (c) That Ronald Green be appointed to the position of Secondary School Foreman (Administrative Category 14 - maximum \$35,025 per annum), for a one year probationary period, effective 1988 02 29, with salary according to the salary schedule.
- (d) That Marian Avery be appointed to the probationary Clerical Staff (Category A-B - maximum \$360.00 per week), effective 1988 02 08, with salary according to the salary schedule.
- (e) That the following persons be appointed to the Caretaking and Maintenance Staff, on three months' probation, as Assistant Caretakers, effective 1988 02 18, with wage rate according to the Collective Agreement:

Earl Dockree (secondary)
Casper Hollick (secondary)

- (f) That Mato Barcic be appointed to the Caretaking and Maintenance Staff, on three months' probation, effective 1988 02 16, with wage rate according to the Collective Agreement.
- (g) That the resignations of the following persons from the Caretaking and Maintenance Staff, for the purpose of retirement, be accepted with regret effective as shown, and that the Board's retirement gratuity be paid to each:

Walter A. Chamberlain, 1988 03 31 (secondary)
Howard Laird, 1988 06 30 (elementary)
George S. Reid, 1988 06 30 (elementary)

- (h) That the resignation of Marguerite Friend, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid. (elementary)



- 2 -

- (i) That Darlene Arseneault, Clerical Staff, be promoted to the position of Accounts Payable Clerk - Accounting (Category C - maximum \$408.00 per week), effective 1988 02 29, with salary according to the salary schedule.
- (j) That Vivian Gibbs, Clerical Staff, be promoted to the position of Textbook Administration Clerk - Purchasing (Category B2 - maximum \$375.00 per week), effective 1988 02 22, with salary according to the salary schedule.
- (k) That Shirley Christmas-Moore be promoted to the classification level of Assistant Caretaker, effective 1988 02 18, with wage rate according to the Collective Agreement.
- (l) That Angela Gaspari be granted a Personal Leave of Absence, effective 1988 02 29 until 1988 05 27.
- (m) That the Board of Education for the City of Hamilton participate in the Ontario Ministry of Labour - "Students in Personnel (SIP)" summer program, at no expense to the Board, for the placement of two university and/or community college students in the Personnel Department for a maximum of four months.

Yours truly,

A. J. Krever,
Director of Education
and Secretary.

The first of these is the fact that the majority of the population in the United States is of European descent. This is due to the fact that the majority of the population in the United States is of European descent.

The second of these is the fact that the majority of the population in the United States is of European descent. This is due to the fact that the majority of the population in the United States is of European descent.

The third of these is the fact that the majority of the population in the United States is of European descent. This is due to the fact that the majority of the population in the United States is of European descent.

The fourth of these is the fact that the majority of the population in the United States is of European descent. This is due to the fact that the majority of the population in the United States is of European descent.

The fifth of these is the fact that the majority of the population in the United States is of European descent. This is due to the fact that the majority of the population in the United States is of European descent.

Very truly,
Yours,
J. Edgar Hoover

Director of the Federal Bureau of Investigation
U. S. Department of Justice
Washington, D. C.

1988 03 10.

ADDED RECOMMENDATIONSGENERAL

- (n) That Edward Bohe's temporary appointment be extended to 1988 06 30.
- (o) That Judy Cardwell be appointed to the position of Assistant, Staff Development (Administrative Category 11 - \$37,728 maximum per annum), for a one year term, effective 1988 04 01, with salary according to schedule.
- (p) That the resignation of Edward Anderson, Secondary School Foreman, for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid.
- (q) That the resignation of Phoebe E. LeBlanc, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 06 17, and that the Board's retirement gratuity be paid. (secondary)
- (r) That the resignations of the following persons from the Clerical Staff, be accepted effective as shown:

Valerie V. Authier, 1988 03 18

Barbara L. Mattina, 1988 03 21

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

Page 10

EXHIBIT A

MEMORANDUM

1. That Exhibit A's proposed amendment be approved as set out in

2. That the Board be authorized to execute the amendment to the Charter, and to submit the same to the voters for their approval.

3. That the Board be authorized to execute the amendment to the Charter, and to submit the same to the voters for their approval.

4. That the Board be authorized to execute the amendment to the Charter, and to submit the same to the voters for their approval.

5. That the Board be authorized to execute the amendment to the Charter, and to submit the same to the voters for their approval.

Respectfully,
Submitted,
[Signature]

Very truly yours,
[Signature]

SEARCH PROCESS

DIRECTOR OF EDUCATION

The attached process has been designed to meet the following criteria:

1. seen to be comprehensive and fair to all -- trustees and applicants
2. establishes a tight but reasonable timeline
3. involves all trustees
4. utilizes the existing Board mechanisms, i.e. P & O Committee
5. provides for at least three interviews
6. paces the process to allow for further information gathering
e.g., interviews at least eight days apart
7. allows interviews to be planned, structured and yet have freedom for exploration
8. sets the final decision with full Board participation
9. allows for an early decision which will assist in facilitating other appointments

GENERAL PRINCIPLES

DEFINITION OF THE PROBLEM

The student must be able to define the problem in his own words.

It is not enough to say that the problem is to find the area of a circle.

1. The student must be able to state the problem in his own words.

2. The student must be able to state the problem in his own words.

3. The student must be able to state the problem in his own words.

4. The student must be able to state the problem in his own words.

5. The student must be able to state the problem in his own words.

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8. The student must be able to state the problem in his own words.

9. The student must be able to state the problem in his own words.

10. The student must be able to state the problem in his own words.

11. The student must be able to state the problem in his own words.

DIRECTOR OF EDUCATIONSEARCH PROCESS

The following process for the search and appointment of the Director of Education for the Board of Education for the City of Hamilton is recommended:

1. ADVERTISING

Attached to be placed in the Toronto Star, Globe & Mail, Hamilton Spectator and circulated throughout the province through the OAEAO network as well as posting in each individual school.

Dates: March 5, 8, 10 and 12, 1988

2. APPLICATIONS

To be returned to the Chairman of the Board.

Date: Friday, March 25, 1988

3. SHORTLISTING

Recommendations by the Chairman and the Director to the Chairs Committee.

Date: Tuesday, March 29, 1988

4. INTERVIEW 1

April 5 - conducted by P & O Committee -- all trustees may act as observers -- summary input is invited from trustees who were present at all interviews

Purpose - to shortlist candidates to five or six

Decision - by P & O Committee

Length of Interview - 1/2 hour

5. INTERVIEW 2

April 13 - to be conducted by P & O Committee -- all trustees may act as observers -- summary input is invited from trustees who were present at all interviews

Purpose - shortlist to three candidates

Decision - by P & O Committee

Length of Interview - 45 minutes

6. FINAL INTERVIEW

April 26 - by full Board

Purpose - selection of new Director

PLEASE NOTE:

1. Other procedures that were considered but not recommended:

- (a) Chairs Committee
- (b) Specially established Search Committee
- (c) Full Board

2. References:

References will be available for interview two. These will be solicited from superiors and trustees of the applicant.

More detailed references will be solicited from subordinates as well as superordinates for interview three.

3. Questions:

- (a) Interview 1 - written and prepared
- (b) Interview 2 - prepared
- (c) Interview 3 - prepared and spontaneous
- (d) Pre-planning session will be held for one hour prior to the commencement of interviews
- (e) trustees are asked to submit any potential questions or areas of focus to the Director for inclusion

Mrs. Ruth Van Horn,
Chairman,
The Board of Education for the City of Hamilton,
P. O. Box 554,
100 Main Street West,
HAMILTON, Ontario,
L8N 5A1

Additional information may be obtained by contacting Mr. A. J. Kreyer,
Director of Education at (416) 521-2001.

Ruth Van Horn
Chairman

A. J. Kreyer
Director of Education

April 12 - 1964

Enclosed for the Director

PLEASE ADVISE

1. Other information of a confidential nature not included

- (a) Confidential
- (b) Confidential - Security Committee
- (c) Confidential

2. Information

Information will be available for public use. There will be no restriction on the use of this information.

Information will be available for public use. There will be no restriction on the use of this information.

3. Comments

- (a) Information - review and approval
- (b) Information - review and approval
- (c) Information - review and approval
- (d) Information - review and approval
- (e) Information - review and approval
- (f) Information - review and approval
- (g) Information - review and approval

The Board of Education for the City of Hamilton

OFFICE OF THE
DIRECTOR OF EDUCATION



MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

invites applications for the position of

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

to assume office August 1, 1988
(or a mutually acceptable date)

The Board of Education for the City of Hamilton is seeking a successor to the incumbent Director of Education who has recently announced his planned retirement.

The Hamilton Board of Education operates a school system serving approximately 39,000 students with 90 schools -- elementary, secondary, vocational and trainable retarded. Additionally, the Board has a wide spectrum of resources available to assist all levels of staff in the development of effective programs for the diverse community that the Board serves.

The Board is seeking a person who is qualified under Ministry of Education Regulations and has a solid background of educational administrative experience. The system has recently embarked on a reorganization which emphasizes a decentralized mode of operation which places heavy responsibility for program delivery at the school level. The successful applicant will be expected to further this philosophy and direction thus enabling the system to serve its variety of communities more effectively.

Written applications and resumes are requested from qualified educators with appropriate administrative experience. Such application should state qualifications, experience and the names, addresses and telephone numbers of at least three references by **Friday, March 25, 1988.**

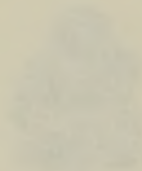
Please mark the envelope **"Confidential"** and address to:

Mrs. Ruth Van Horne,
Chairman,
The Board of Education for the City of Hamilton,
P. O. Box 558,
100 Main Street West,
HAMILTON, Ontario.
L8N 3L1

Additional information may be obtained by contacting Mr. A. J. Krever,
Director of Education at (416) 521-2501.

Ruth Van Horne
Chairman

A. J. Krever
Director of Education



100 King Street West
Hamilton, Ont.
L8N 1K1

THE BOARD OF EDUCATION FOR THE CITY OF HAMilton

Notice is hereby given that the meeting of

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

will be held on Monday, August 1, 1982
at 10:00 a.m. in the Board Room.

The Board of Education for the City of Hamilton is hereby notified that the meeting of the Board of Education and the Board of Trustees of the Hamilton Public Schools will be held on Monday, August 1, 1982, at 10:00 a.m. in the Board Room.

The Board of Education for the City of Hamilton is hereby notified that the meeting of the Board of Education and the Board of Trustees of the Hamilton Public Schools will be held on Monday, August 1, 1982, at 10:00 a.m. in the Board Room.

The Board of Education for the City of Hamilton is hereby notified that the meeting of the Board of Education and the Board of Trustees of the Hamilton Public Schools will be held on Monday, August 1, 1982, at 10:00 a.m. in the Board Room.

Further information and details are available from the Director of Education and the Secretary of the Board of Education. For more information, please contact the Director of Education at (905) 571-2121.

Respectfully,
The Director of Education and the Secretary of the Board

John Van Horne

Chairman

The Board of Education for the City of Hamilton

T. C. Lee

100 King Street West

Hamilton, Ontario

L8N 1K1

Additional information may be obtained by contacting Mr. A. J. Brown, Director of Education at (905) 571-2121.

A. J. Brown
Director of Education

John Van Horne
Chairman

HUMAN RESOURCES DEPARTMENT

- Overview
- Image
- Role of Superintendent
- Competencies
- Functions
- Organization Charts
- Additional Personnel
- Costing
- Recommendations

Handwritten signature
C. J. ...

Update from your Training Management Team

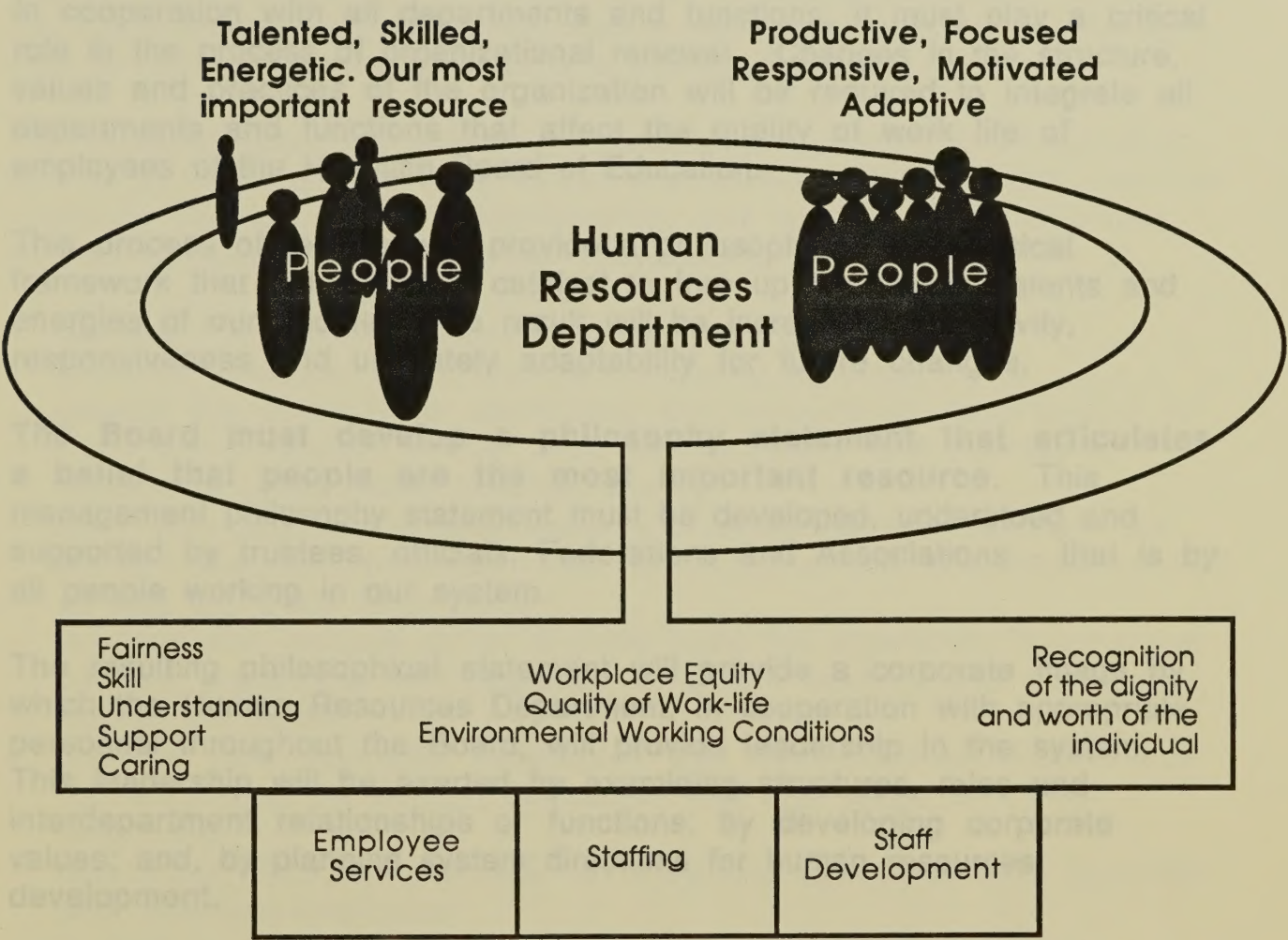
HUMAN RESOURCES DEPARTMENT

- Overview
- Intro
- Role of Superintendent
- Competencies
- Functions
- Organization Charts
- Additional Personnel
- Costing
- Recommendations



IMAGE OF THE DEPARTMENT

Hamilton Board of Education



Hamilton Board of Education

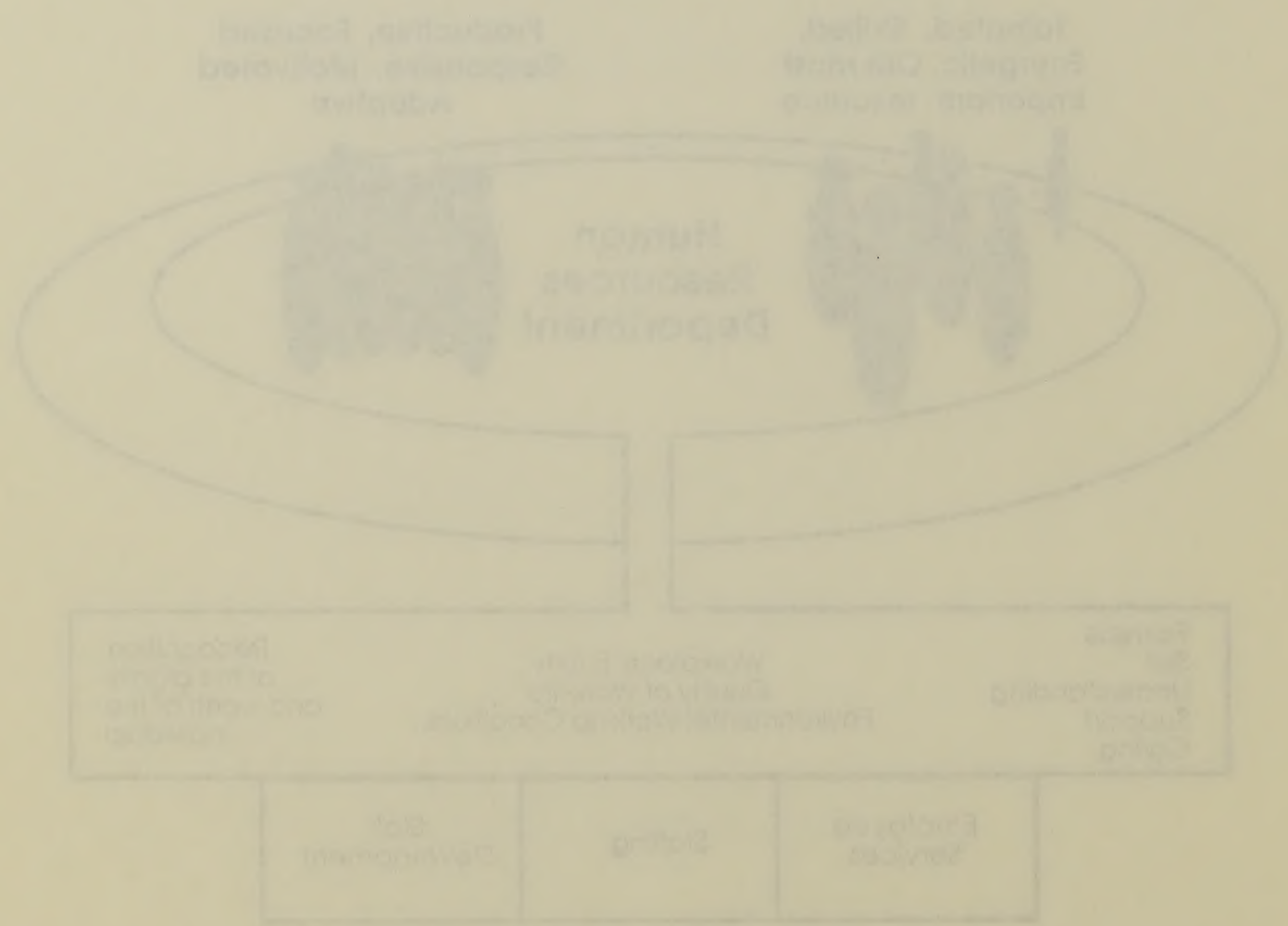


IMAGE OF THE DEPARTMENT

The Human Resources Department will be employee service oriented and will assist in developing and implementing a philosophy of recognizing the dignity and worth of the individual members of our organization.

In cooperation with all departments and functions, it must play a critical role in the process of organizational renewal. Changes in the structure, values and practices of the organization will be required to integrate all departments and functions that affect the quality of work life of employees of the Hamilton Board of Education.

This process of renewal will provide a philosophical and physical framework that will act as a catalyst to free up the special talents and energies of our people. The result will be increased productivity, responsiveness and ultimately adaptability for future changes.

The Board must develop a philosophy statement that articulates a belief that people are the most important resource. This management philosophy statement must be developed, understood and supported by trustees, officials, Federations and Associations - that is by all people working in our system.

The resulting philosophical statement will provide a corporate image by which the Human Resources Department, in cooperation with appropriate personnel throughout the Board, will provide leadership in the system. This leadership will be exerted by examining structures, roles and interdepartment relationships or functions; by developing corporate values; and, by planning system directions for human resources development.

The Superintendent with his/her department will ensure, through the use of open communication and collaborative decision making, that the philosophy is reflected in all policies and procedures. As a direct result, the system will be more responsive to our ever changing educational, social, and cultural environment. This is particularly apparent in the areas of Affirmative Action, Pay Equity, Equal Opportunity and Race Relations.

Once the policies and procedures have been adopted, it is the responsibility of the Human Resources Department, along with all Superintendents and supervisory personnel, to monitor their consistent application in ways that encourage productivity and excellence.

The result of this process will be a work environment that is supportive and caring as well as effective.

ROLE OF SUPERINTENDENT OF HUMAN RESOURCES

The Superintendent of Human Resources will report to the Director and will work with trustees, officials, unions, associations, and other appropriate personnel of all departments. Responsibilities will include the development, implementation, and evaluation of policies, programs, and services concerning all aspects of Human Resources.

The Superintendent will provide the leadership to create an employment climate in which excellence is valued and rewarded and in which practices exemplify fairness, equity, understanding, and support for all employees. Overall functions will require the individual to:

- develop a 3 year management plan for the department
- establish methods of communication among all departments
- provide the structure for developing and encouraging opportunities for open communication among staff, administration, and trustees to encourage collaborative problem solving
- work with appropriate committees and departments to translate the Human Resources philosophy into viable policies and procedures as well as long and short range plans
- maintain and evaluate on an ongoing basis the organization's personnel policies, procedures and practices, to ensure fairness and consistency across the system
- promote both individual satisfaction and organizational effectiveness by recognizing the energy, dedication, skill and talent, of all our employees
- coordinate functions to provide an integrated service to both academic and business employees
- develop and maintain an automated personnel records system in cooperation with other user groups
- develop and ensure effective implementation of equitable promotion procedures
- supervise and coordinate the 3 main functions of the department

- 1) Employee Administrative Services
- 2) Staffing
- 3) Staff Development

ROLE OF SUPERINTENDENT OF HUMAN RESOURCES

The Superintendent of Human Resources will report to the Director and will work with various administrative, technical, and other personnel in the Department. His responsibilities will include the development, implementation, and evaluation of human resource programs and policies concerning the use of human resources.

The Superintendent will provide the leadership to create an environment in which excellence is valued and rewarded and in which persons are fully engaged, motivated, and supported for all employees. Overall functions will require the following:

- develop a 3 year management plan for the department
- establish methods of communication among all departments
- provide the structure, resources and encouraging environment for each department to achieve its goals and objectives and business is conducted in a professional manner
- work with department managers and supervisors to maintain the Human Resource philosophy and viable policies and procedures as well as to ensure a high level of service
- maintain and oversee an ongoing basis the organization's personnel policies, procedures and practices to ensure fairness and consistency across the system
- promote both individual capabilities and organizational effectiveness by recognizing the ability, dedication, skill and talent of all our employees
- manage functions to provide an integrated service to both department and business employees
- recruit and maintain an excellent personnel resource system in cooperation with other departments
- develop and ensure effective implementation of employee development programs
- supervise and coordinate the 3 main functions of the department

1) Employee Administrative Services
2) Staffing
3) Staff Development

COMPETENCY MODEL

PHILOSOPHY

The primary rationale for the existence of any organization is the achievement of certain goals through the concerted action of its people.

It is our strong belief that people involved in fulfilling key roles in the reorganization will be eager to be effective in their new positions. To be successful, these individuals must clearly understand the depth and scope of their new roles. Each of these leaders need to be given the opportunity to set clear manageable objectives; to work collaboratively with others toward them; and to be provided with appropriate feedback on completion of these goals.

The attached procedure includes a well defined job description and the competencies required for each role. Criteria will be used not only for the encouragement and selection of the best people, but also for providing a framework for the meaningful evaluation of the performance of individuals selected.

We are convinced that clear job outlines and accountable procedures allow people to grow as educators and be effective as leaders.

IMAGE OF A LEADER IN THE NEW ORGANIZATION

The leader will have strong personal values, a belief in the worth of others and the desire to develop further the excellence of the Hamilton Public Education System.

This person will have the ability to conceptualize, problem solve creatively, visualize and develop an image of the future in collaboration with others.

He/she will possess the energy, enthusiasm and skills necessary to develop action plans which will influence others to continually work towards improving both themselves and education in the Hamilton System.

Self-confidence and the respect of others will enable the leader, using encouragement and effective performance reviews, to support others in developing their full potential.

This person will recognize and be open to the needs of our changing multi-racial, multi-ethnic, and multi-religious society.

This leader expects to make a difference and usually succeeds.

COMPETENCY MODEL

PERSON

The primary responsibility for the achievement of any organization is the achievement of certain goals through the concerted action of its people.

It is not enough for a person to be involved in achieving any goal in the organization and be eager to do it. He must also be able to do it. The individual must have the right kind of knowledge, skills, and attitudes to do the job. He must also have the right kind of motivation to do it. He must be able to work with others and be able to work with authority. He must be able to work with responsibility and be able to work with initiative.

The individual must have the right kind of knowledge, skills, and attitudes to do the job. He must also have the right kind of motivation to do it. He must be able to work with others and be able to work with authority. He must be able to work with responsibility and be able to work with initiative.

We are concerned with the individual and his performance. We are concerned with the individual and his performance.

IMAGE OF A LEADER IN THE NEW ORGANIZATION

The leader will have strong personal power. He will be able to lead the organization and be able to lead the organization.

The person will have the ability to conceptualize, problem solve, and develop vision and develop an image of the future in combination with others.

He will possess the energy, enthusiasm and skills necessary to develop action plans which will enhance efforts to continuously work towards improving both themselves and the organization in the future.

Self-motivation and the respect of others will enable the leader to encourage and effective performance review to support others in developing their full potential.

The person will recognize and be open to the needs of our changing multi-cultural, multi-ethnic and multi-religious society.

This leader expects to make a difference and usually expects to

Personal Qualities/Relationships

- Projects a professional image
- Has a mature outlook
- Has clear educational convictions
- Is enthusiastic, positive, proactive and able to motivate staff
- Maintains integrity and honesty
- Is consistent in beliefs and values in sensitive and critical societal issues
- Is an effective leader in curriculum and instruction/business services
- Provides appropriate assistance to trustees and other Supervisory Officers
- Is an effective role model

Problem Solving/Planning

- Can envisage the future
- Looks for better ways to do things
- Tolerates alternatives and ambiguity
- Deals with conflict situations effectively
- Has good conceptual abilities
- Has knowledge of effective problem solving procedures
- Uses intuition and creative techniques
- Encourages collaborative decision making
- Values cooperation and initiative

Team Building/Leadership

- Is committed to make this system excellent
- Maintains a clear sense of direction
- Works to achieve a positive climate
- Exhibits behaviour consistent with goals of the organization
- Has excellent interpersonal skills
- Gains the support of staff
- Is courteous and shows concern for others
- Involves people in decisions which affect them
- Develops effective work groups
- Varies leadership style appropriately
- Delegates effectively

Personal Qualities

Projects a professional image
Has a positive outlook
Has clear emotional boundaries
Is confident, positive, flexible and able to resolve conflict
Shows integrity and honesty
Is consistent in words and values in actions and ethical conduct
Is an effective leader in curriculum and instructional services
Provides appropriate assistance to teachers and other support staff
Others
Is an effective role model

Problem Solving

Can manage the future
Looks for better ways to do things
Takes initiative and responsibility
Gains with conflict situations effectively
Has good conceptual abilities
Has knowledge of effective problem solving techniques
Uses intuition and creative thinking
Encourages collaborative decision making
Values cooperation and initiative

Team Building

Is committed to team and system excellence
Maintains a clear sense of direction
Works to achieve a positive climate
Exhibits behavior consistent with goals of the organization
Has excellent interpersonal skills
Gains the support of staff
Is courteous and shows concern for others
Involves people in decisions which affect them
Develops effective work groups
Values individual style and responsibility
Delegates effectively

Management/Goal Achievement

- Is well organized
- Has a thorough knowledge of responsibilities
- Has clearly defined objectives and ways to measure results
- Communicates objectives to appropriate staff
- Monitors and achieves established objectives
- Effectively manages human, physical and financial resources
- Makes decisions and accepts responsibility for their effectiveness

People Development/Performance Review

- Establishes an effective Manager's Letter with designated staff
- Establishes and achieves a personal growth plan
- Is receptive to feedback for own growth
- Establishes high standards of performance with staff
- Maintains high standards in staff selection
- Facilitates growth opportunities for others
- Shows satisfaction with the success of others
- Guides and supports staff
- Provides feedback to staff

Communication

- Is accessible to others
- Listens actively and responds effectively
- Prepares clear, complete and concise reports
- Keeps people well informed
- Presents ideas clearly
- Makes effective presentations
- Speaks positively about the system

Management of the System

It will require a thorough knowledge of the system and its components, and a willingness to accept responsibility for the results. The manager must be able to identify the strengths and weaknesses of the system, and to develop strategies to improve performance. This requires a deep understanding of the system's architecture, its components, and the way they interact. The manager must also be able to communicate effectively with the system's users, and to coordinate the efforts of the system's various components.

System Architecture and Design

System architecture and design is the process of defining the structure and organization of a system. It involves the selection of the system's components, the determination of the system's data flow, and the design of the system's user interface. The system architect must be able to identify the system's requirements, and to develop a design that meets those requirements. This requires a deep understanding of the system's architecture, its components, and the way they interact. The architect must also be able to communicate effectively with the system's users, and to coordinate the efforts of the system's various components.

System Implementation

System implementation is the process of putting the system into operation. It involves the installation of the system's components, the configuration of the system's parameters, and the training of the system's users. The system implementer must be able to identify the system's requirements, and to develop a plan for implementing the system. This requires a deep understanding of the system's architecture, its components, and the way they interact. The implementer must also be able to communicate effectively with the system's users, and to coordinate the efforts of the system's various components.

EMPLOYEE ADMINISTRATIVE SERVICES

a) Collective Bargaining

- be responsible for collective bargaining and contract maintenance under legislation governing labour relations
- plan, prepare, and develop strategies for bargaining, fact-finding, and mediation, and other forms of dispute resolution
- oversee third party processes e.g., grievances, arbitration
- act as liaison with trustees, government agencies, school board associations, union and federation representatives, legal counsel, etc.
- provide advice on labour legislation and collective bargaining statutes
- ensure sufficient staff are trained in Collective Bargaining procedures
- establish a Staff Relations Committee to ensure positive relationships are maintained between board and union members, to provide advice to union members and to negotiate grievance matters

b) Salary, Benefits and Records

- develop, administer, and monitor procedures relating to salary administration: - e.g.
 - salary and wage plans
 - changes in compensation
 - maintenance of job descriptions and classification plans
 - ensure appropriate remuneration
 - salary surveys and recommendations
- administer employee benefit and group insurance plans
- maintain in cooperation with Informations, a current computerized employee information system which allows for the storage, retrieval and security of employee information as required by other departments
- provide information on employment standards and legislation
- provide benefit information to all employees
- coordinate Employee Assistance Program services

c) Occupational Health and Safety

- ensure compliance of the Board's Health and Safety program with legislation
- develop employee awareness and education in accident prevention and investigation
- provide consulting and support services for Joint Health and Safety committees in the work place
- administer all Workers' Compensation procedures and processes
- act as a liaison with government agencies
- provide information on health and safety legislation
- act as a resource and to assist all departments on Health and Safety matters - e.g., review of facilities, equipment and work practices

d) (Special Project Status) Job Evaluation and Pay Equity Project

- have overall responsibility for project work relating to job evaluation and the preparation of pay equity plans in compliance with legislation:
 - project planning, assignment of resources
 - liaison and communication with consultants and Pay Equity Commission, employee groups, unions, and staff
 - develop training requirements, job descriptions, job analysis and evaluation, job classes and pay grades

STAFFING

- develop, implement and administer employment policies, plans, and procedures for recruitment, selection, placement, promotions, transfers, resignations, retirements, terminations, and leaves of absence for temporary and permanent employees throughout the system
- oversee and coordinate the above employment procedures in conjunction with Superintendent of Schools, central services and Information Services
- ensure implementation of equitable promotion practices through the use of an interview process which will reflect policies developed by the board
- coordinate planning and forecasting of short and long term staffing requirements for the system
- prepare Staffing Report for budget purposes
- act as education resource person to collective bargaining and ensure contractual compliance in staffing
- review job descriptions and classifications of employees at all levels to ensure appropriate placement

STAFFING - (cont'd)

- post, advertise, receive and process all applications for all positions with the board
- provide support services to management and staff regarding work performance, feedback and discipline procedures

STAFF DEVELOPMENT

a) Human Resource Planning

- provide consulting, facilitating and planning services for the development and articulation of the Board's philosophy related to all employees and core values of the organization
- provide support services in the planning, development and regular review of policies and procedures for Human Resource management to all departments
- plan regularly with a Staff Development Advisory/Resource Committees to set long term directions and forecast program needs for all employees
- in cooperation with Information Services, maintain an employee data base of special talents, education and interest in future development and ensure its use in in-service planning
- analyze long term system leadership succession needs and plan and deliver appropriate programs
- plan and deliver a program for employees retiring from service

(Special Project Status) Employment Equity Program

- review existing policies, programs and procedures for evidence of systemic discrimination
- develop strategies and plans to ensure equal employment opportunity for all staff
- implement Special Program initiatives associated with affirmative action, race relations, and policy against harassment
- integrate employment equity plans into existing employment programs

- Post, interview, receive and process all applications for all positions with the board
- Provide support services to management and staff regarding recruitment, performance, feedback and discipline procedures

STAFF DEVELOPMENT

a) Human Resource Planning

- provide consulting, facilitating and planning services for the development and attainment of the Board's mission as related to all employees and core values of the organization
- provide support services in the planning, development and regular review of policies and procedures for Human Resource Management in all departments
- plan regularly with a Staff Development Advisory Committee to set long term direction and forecast program needs for all employees
- in consultation with Information Services, maintain an employee data base of special talents, education and interest in future development and ensure its use in future planning
- analyze long term system leadership succession needs and plan and deliver succession programs
- plan and deliver a program for employees taking from service

(Special Project Status) Employment Equity Program

- review existing policies, programs and procedures for evidence of systemic discrimination
- develop strategies and plans to ensure equal employment opportunity for all staff
- implement Special Program initiatives associated with affirmative action, race relations, and policy against harassment
- integrate employment equity plans into existing programs

b) Leadership Training

- continue to refine and deliver programs for employees aspiring to positions of added responsibility
- design and deliver leadership programs for continued skill development of system leaders
- encourage job enrichment and growth by developing programs of mentoring, job shadowing, exchanges and job experience program
- develop and refine performance review models for all employees and assist managers in their implementation
- regularly review promotion procedures and methods of giving useful feedback
- provide career counselling services for all employees
- design and deliver leadership programs that enhance leadership strategies for classroom teachers.
- design and coordinate the Assessment Centre program

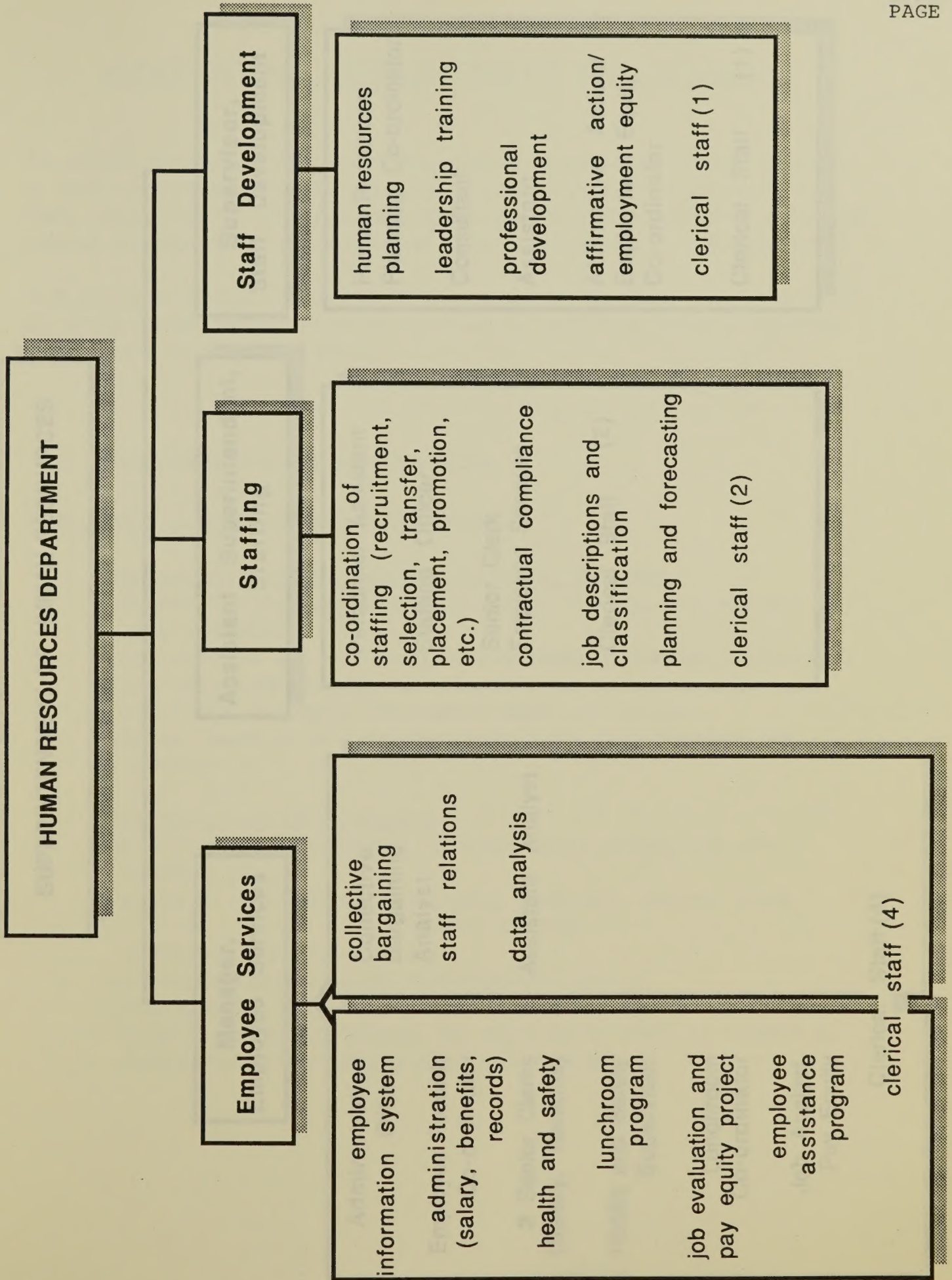
c) Professional Development Programs

- provide support services for long term system planning for staffing
- develop or purchase programs to meet staff needs identified in conjunction with management, unions, non-union employee groups and advisory committees
- coordinate program delivery within an agreed upon philosophy
- coordinate the scheduling of programs and communicate to all staff
- provide activities aimed at developing employee skills, understanding roles, improving interdepartment communication, and enhancing employee effectiveness, commitment and productivity
- manage programs that result from the recommendations of social action committees such as race relations, affirmative action, and occupational health and safety
- assist superintendents of schools in the development of area and school based professional development programs
- assist central office program staff in designing effective implementation strategies
- deliver orientation programs to employees newly hired or relocated
- assist in developing policies and procedures for conference funding
- administer the budgets for conference requests and staff development

- continue to take and deliver programs for employees relating to
- provision of safety programs
- design and deliver programs for employees
- development of safety program
- management for employees and safety for developing program to
- training for employees, supervisors and for general program
- develop and deliver programs for employees
- and safety program in their organization
- regularly review program, conduct and monitor of safety
- program
- provide safety training services for all employees
- design and deliver programs for safety training
- develop for safety program
- design and develop the safety and health program

c) Employee Development Programs

- provide safety services for employees relating to safety
 - develop or purchase programs to meet the needs identified in
 - evaluation of employee program, conduct employee program
 - and safety program
 - conduct program delivery within an agreed time schedule
 - monitor the scheduling of programs and communicate to all staff
 - provide services aimed at developing employee skills
 - understanding roles, improving interpersonal communication and
 - enhancing employee effectiveness, commitment and productivity
 - manage programs that result from the recommendations of school
 - action committees such as case studies, alternative action, and
 - occupational health and safety
 - assist management of schools in the development of and and
 - school based professional development programs
 - assist central office program staff in designing effective
 - implementation strategies
 - deliver professional programs to employees newly hired or relocated
 - assist in developing policies and procedures for conference funding
 - administer the budget for conference requests and staff
- Development



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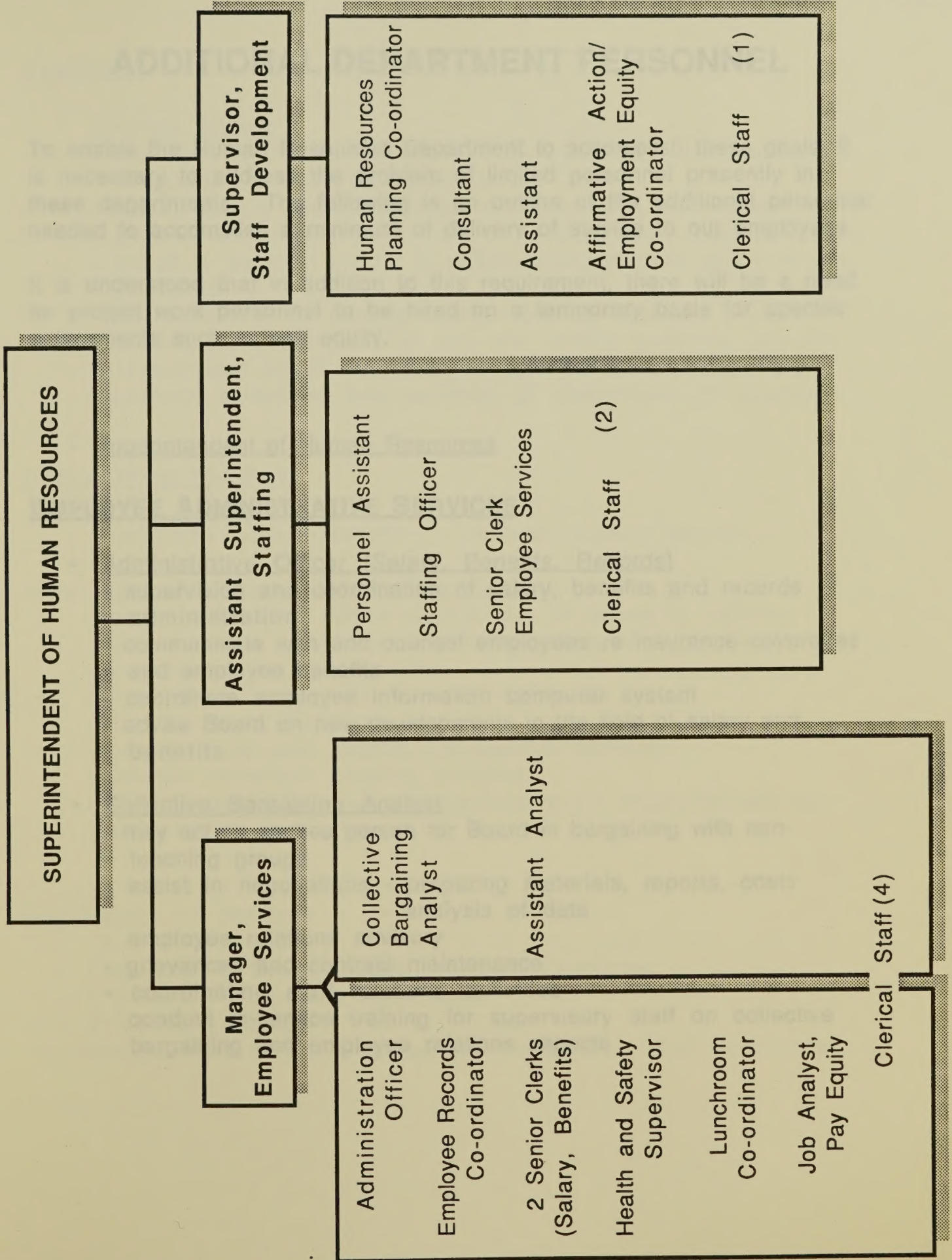
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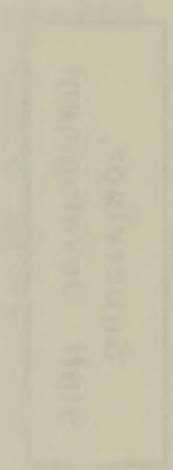
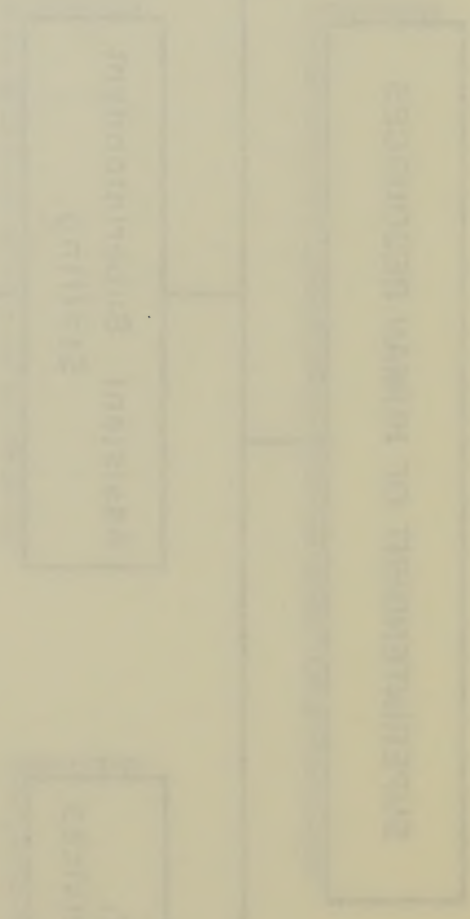
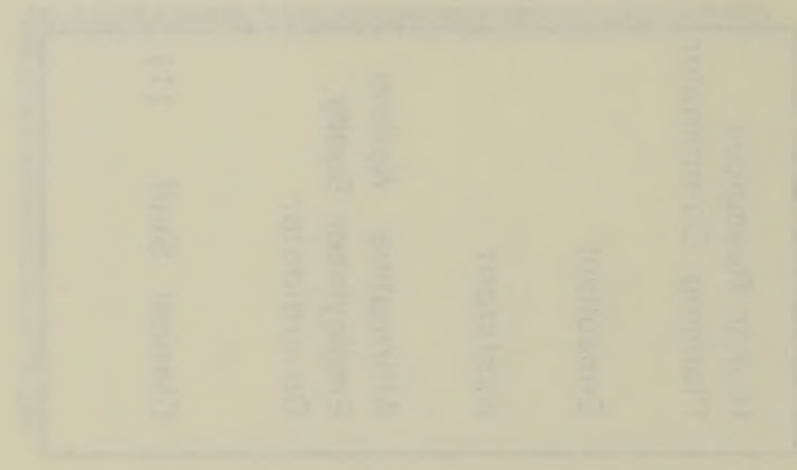
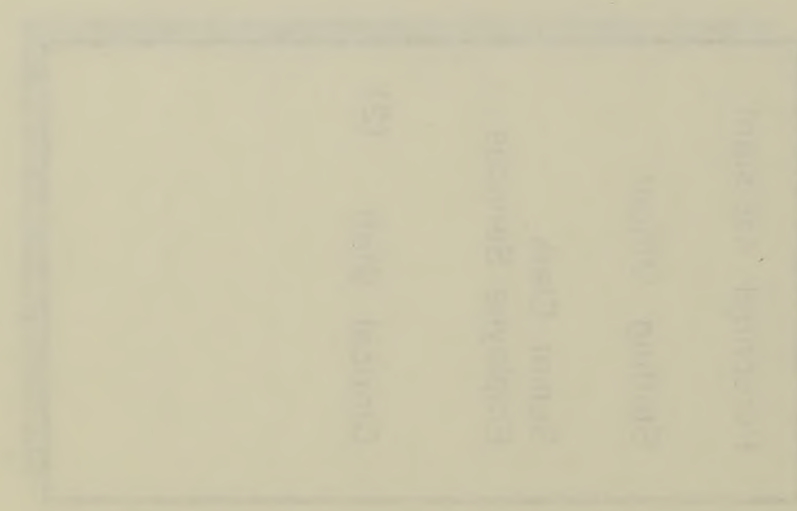
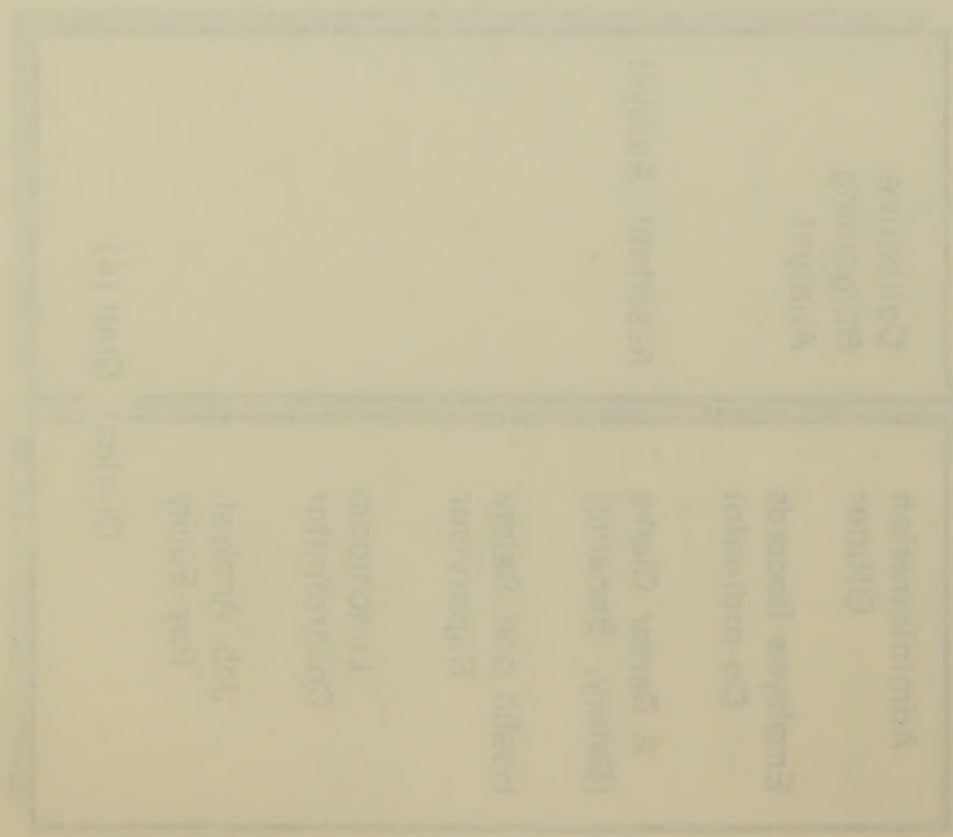
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ADDITIONAL DEPARTMENT PERSONNEL

To enable the Human Resources Department to accomplish these goals, it is necessary to address the problem of limited personnel presently in these departments. The following is an outline of the additional personnel needed to accomplish a minimum of delivery of service to our employees.

It is understood that in addition to this requirement, there will be a need for project work personnel to be hired on a temporary basis for specific assignments such as pay equity.

- Superintendent of Human Resources

EMPLOYEE ADMINISTRATIVE SERVICES

- Administrative Officer (Salary, Benefits, Records)
 - supervision and coordination of salary, benefits and records administration
 - communicate with and counsel employees re insurance coverages and employee benefits
 - coordinate employee information computer system
 - advise Board on new developments in the field of salary and benefits
- Collective Bargaining Analyst
 - may act as spokes person for Board in bargaining with non-teaching groups
 - assist in negotiations - preparing materials, reports, costs
 - analysis of data
 - employee relations advisory
 - grievances and contract maintenance
 - coordinating staff relations activities
 - conduct in-service training for supervisory staff on collective bargaining and employee relations aspects

ADDITIONAL DEPARTMENT PERSONNEL

To ensure the Human Resources Department is adequately staffed, it is necessary to adjust the number of Human Resources personnel in these departments. The following is an estimate of the additional personnel needed to accomplish a number of duties of service to our employees.

It is understood that in addition to the department, there will be a need for project work personnel in the form of a temporary staff for specific assignments such as pay survey.

• Department of Human Resources

EMPLOYEE ADMINISTRATIVE SERVICES

- Administrative Support (Human Resources)
 - assist with the coordination of salary, benefits and records administration
 - coordinate with and control employees in resource management and employee benefits
 - coordinate employee information computer system
 - assist in the development of the field of salary and benefits

• Collective Bargaining Agency

- meet and act as representative for Board in bargaining with non-union groups
- assist in negotiations - preparing materials, reports, costs analysis of data
- employee relations advisory
- grievance and contract administration
- coordinating with related activities
- conduct in-service training for supervisory staff on collective bargaining and employee relations aspects

STAFFING

- Staffing Officer

- interview applicants for non-teaching positions - by committees of appropriate and trained personnel
- coordinate job posting selection and promotion procedures
- provide administrative services for educational assistants
- act as a resource person in collective negotiations with business personnel
- be responsible for contract maintenance for business personnel
- develop job descriptions for new and revised positions, prepare reports and recommendations on salaries and classifications
- posting, advertising and receiving all applications for positions

STAFF DEVELOPMENT

- Staff Development Consultant - continue present position

- Human Resources Planning Coordinator

- assist Affirmative Action Coordinator in reviewing policies, programs and procedures and implementing new initiatives under employment equity programs
- provide employee information services
- provide career counselling services
- provide third party conflict management services
- provide retirement planning services
- oversee special employment programs re job shadowing and job experience

CLERICAL- 4.5 positions

- 1 secretary to Superintendent of Human Resources
- 1 secretary to Staffing Coordinator
- 2 clerical positions
- increase from half time to full time, secretary - staff development

STAFFING

- Staffing Officer
- Interview applicants for non-teaching positions - by consultation of appropriate and related personnel
- Coordinate for testing selection and promotion procedures
- Provide administrative services for educational staffs
- Act as a resource person in collective negotiations with business personnel
- Be responsible for contract negotiation for business services
- Develop job descriptions for new and existing positions, prepare reports and recommendations on salaries and working conditions
- Prepare, administer and modify all regulations for positions

STAFF DEVELOPMENT

- Staff Development Consultant - conduct general sessions
- Human Resources Planning Officer
 - Assist Administrative Action Committee in reviewing policies, programs and objectives and recommending new initiatives under management study programs
 - Provide strategic information services
 - Provide career counseling services
 - Provide third party conflict management services
 - Provide retirement planning services
 - Oversee special assignment programs re job shadowing and job experience

CLERICAL - 45 positions

- 1 secretary to Superintendent of Human Resources
- 1 secretary to Staffing Coordinator
- 2 clerical positions
- Increase from half time to full time, secretary - staff development

HUMAN RESOURCES DEPARTMENT FINANCIAL IMPLICATIONS OF REORGANIZATION

REVISED
PAGE 2-P

<u>Salaries and Employee Benefits</u>	<u>Annual Maximum Salaries</u>	<u>1988 Budget Cost</u>	<u>Annual Cost</u>
Superintendent of Human Resources	\$ 81,112	\$ 43,000	\$ 86,000
Staff Development Consultant	54,826	23,000*	58,000*
Staff Development Assistant (1/2 increase)	37,728	11,000*	21,000*
Human Resource Planning Coordinator	37,728	21,000*	42,000*
Collective Bargaining Analyst	37,728	21,000*	42,000*
Administration Officer (Salary/Benefits)	37,728	21,000*	42,000*
Staffing Officer	37,728	21,000*	42,000*
Secretarial/Clerical (4.5 positions)		<u>59,000*</u>	<u>118,000*</u>
		\$220,000	\$451,000
Office Furniture and Equipment		<u>23,000</u>	<u> </u>
Renovations	<u>Note 5</u>	<u>\$243,000</u>	<u>\$451,000</u>
	<u>Note *6.</u>	<u>\$177,000</u>	<u>\$365,000</u>

Notes

1. Salaries are based on current salary schedules (1987/88)
2. The five administrative officer positions are to be classified in Administrative Category 11 - \$37,728 maximum.
3. Benefits are costed at the average rate for each type of position.
4. The budget estimates are based on July 1, 1988 appointment dates.
5. Accommodation requirements of all Education Centre departments need to be addressed, and renovation costs for relocation of the Human Resources Department should be considered in that context.
- *6. These human resources are not a direct result of reorganization.

FINANCIAL IMPLICATIONS OF REORGANIZATION

HUMAN RESOURCES DEPARTMENT

Salaries and Employee Benefits	Annual Maximum Salaries	1988 Budget	Annual Cost
Supervisors of Human Resources	\$ 51,113	\$ 48,000	\$ 48,000
Staff Development Officer	34,000	32,000	32,000
Staff Development Assistant (1.5 position)	27,728	27,000	27,000
Human Resources Training Specialist	27,728	27,000	27,000
College Degree Training Specialist	27,728	27,000	27,000
Administrative Officer (Administrative)	27,728	27,000	27,000
Staffing Officer	27,728	27,000	27,000
Secretary/Assistant (4.5 position)	27,728	27,000	27,000
		<u>230,000</u>	<u>\$230,000</u>
Office Furniture and Equipment		23,000	
Renovations	None	\$212,000	\$212,000
	None	<u>\$212,000</u>	<u>\$212,000</u>

Notes

1. Salaries are based on current salary schedules (1987).
2. The two administrative officer positions are to be covered in Administration Category 1 - \$27,728 maximum.
3. Benefits are based on the average rate for each type of position.
4. The budget estimates are based on July 1, 1988 enrollment rates.
5. Accommodation requirements at all Education Center departments need to be estimated, and provision cost for relocation of the Human Resources Department should be considered in that context.
6. These human resources are not a direct result of reorganization.

RECOMMENDATIONS

1. That the Board adopt the "Image of the Human Resources Department".
2. That the Board adopt the role description and competencies for the Superintendent of Human Resources.
3. That the Board take action to post for the position of Superintendent of Human Resources with interviews by the Personnel and Organization Committee and appointment by the Board to take place as soon as possible.
4. That the Board take action, subject to budget approval, to approve the following staff appointments for the reorganized Human Resources Department over the period of April 1988 to September 1989.
 - a) An Administrative Officer (Salary, Benefits and Records) (Clerical)
 - b) A Collective Bargaining Analyst (Clerical)
 - c) A Staffing Officer (Clerical)
 - d) A Human Resources Planning Coordinator (Clerical)
 - e) A Consultant for Staff Development (Academic)
 - f) Secretarial Support (equivalent of 4.5 secretarial positions)
 - g) Assistant - Staff Development (Business) from 0.5 to full time effective 1988 05 01 to 1989 06 30

RECOMMENDATIONS

1. That the Board accept the findings of the Human Resources Commission.
2. That the Board accept the role description and competencies for the Superintendent of Human Resources.
3. That the Board take action to ensure the position of Superintendent of Human Resources is established by the Board in late 1982 as soon as possible.
4. That the Board take action, subject to budget approval, to ensure the following staff appointments for the reorganized Human Resources Department over the period of April 1983 to September 1983:
 - a) An Administrative Officer (Salary, Benefits and Records) (Chief)
 - b) A Creative Learning Analyst (Chief)
 - c) A Learning Officer (Chief)
 - d) A Human Resources Planning Coordinator (Chief)
 - e) A Consultant for Staff Development (Associate)
 - f) Specialist Support (equivalent of 4.5 secondary positions)
 - g) Assistant - Staff Development (Budget) from 0.5 to full time effective 1983-84 to 1984-85

Board of Education,
Hamilton, Ontario,
1988 03 02.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE,
Board of Education,
Hamilton, Ontario,

Ladies and Gentlemen:

I am pleased to present the final Personnel Training
Report for 1987.

Expenditures to December 31 amount to \$364,969.00 in 1987
versus \$343,953.00 in 1986.

The approved Personnel Training budget for 1987 is
\$426,547.00.

Respectfully submitted,

EH/mb
Attach.

John Penner,
Superintendent of Finance and Treasurer.

Page 10 of 10
10/10/2010

TO THE DIRECTOR AND MEMBERS
OF THE BOARD OF DIRECTORS
OF THE UNIVERSITY OF TEXAS AT AUSTIN
FROM THE CHAIRMAN OF THE BOARD OF DIRECTORS

Dear Board Members:

I am pleased to present the first semester report.

Respectfully,
[Signature]

Chairman of the Board of Directors

October 10, 2010

The enclosed report contains the first semester report.

Very truly yours,
[Signature]

Respectfully submitted,
[Signature]

Chairman of the Board of Directors
University of Texas at Austin

PERSONNEL TRAINING

REPORT OF EXPENDITURES TO DECEMBER 31, 1987

	<u>BUDGET</u>	<u>EXPENDITURES</u>	<u>BALANCE</u>
010 Business Administration	\$ 25,707	\$ 18,047	\$ 7,660
011 General Administration	41,725	30,282	11,443
020 Computer Services	10,050	2,641	7,409
032 Instructional Supervision - Central Services (includes Subject Supervisors, Special Services, Staff Development, Area Superintendents)	338,935	306,561	32,374
034 School Services	3,500	2,301	1,199
039 Educational Research - Evaluation	550	691	(141)
044 Continuing Education - Evening and other	1,010	1,710	(700)
070 Physical Plant - Operation	3,190	1,165	2,025
075 Physical Plant - Maintenance	960	807	153
076 Transportation - Administration	810	367	443
088 Other Operating Expenditure	110	397	(287)
	<u> </u>	<u> </u>	<u> </u>
TOTAL PERSONNEL TRAINING	\$426,547	\$364,969	\$ 61,578
	<u> </u>	<u> </u>	<u> </u>

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That Donna Marchand be transferred to the Permanent Staff, effective 1988 04 13, with salary according to schedule. (elementary)
- (b) That Kimberley Stewart be appointed to the Probationary Staff, effective 1988 03 28 (.5), with salary according to schedule. (elementary)
- (c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Marianne Bailey, 1988 01 04 until further notice (elementary)
Lynda Bucciero, 1988 01 13 to 1988 02 26 (elementary)
Pamela Carson-White, 1988 02 05 to further notice (elementary)
David Crewson, 1988 02 03 to 1988 03 11 (secondary)
Diane Dabirian, 1988 02 01 to 1988 06 30 (elementary)
Samuel Hammond, 1988 03 01 to 1988 06 27 (elementary)
Carol MacDonnell, 1988 02 02 to further notice (secondary)
Nora Majik, 1988 02 22 to 1988 06 30 (elementary)
Mary Moritz, 1988 02 03 to further notice (secondary)
James D. Muckle, 1988 01 05 to 1988 02 05 (elementary)
Gregory Peters, 1988 02 03 to further notice (secondary)
Karen Price, 1988 01 28 to further notice (elementary)
Jean Sedmihradsky, 1988 03 01 to 1988 06 27 (elementary)

- (d) That the effective dates of the appointment of Mary A. Lindsay to the Occasional Staff, approved at the February meeting, be changed to 1988 01 29 to 1988 05 17. (elementary)
- (e) That the resignation of Garnet Graham, Principal, who is retiring on superannuation, effective 1988 06 30, be accepted with regret, and that he receive the Board's retirement gratuity. (elementary)
- (f) That the resignations of the following teachers, who are retiring on superannuation, effective as shown, be accepted with regret, and that each receive the Board's retirement gratuity.

Brian Bowman, 1988 06 30 (secondary)
Marilyn G. Brown, 1988 07 26 (elementary)
Donald Clarke, 1988 06 30 (secondary)
Mildred Vasilak, 1988 06 30 (secondary)
David Willis, 1988 06 30 (secondary)

- (g) That the resignation of David Wayne, Teacher, effective 1988 08 31, be accepted with regret. (secondary)

TO THE BOARD OF DIRECTORS
OF THE COMPANY
DATE: 10/10/2010

Subject: [Illegible]

MEMORANDUM

I have the honor to inform the following representatives of the Board of Directors of the Company that the Board has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

Resolved, That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

That the Board of Directors of the Company, on this 10th day of October, 2010, has approved the following resolution:

Very truly yours,
[Illegible Signature]

Enclosed for the Board of Directors of the Company are the following documents:

[Illegible List of Documents]

Very truly yours,
[Illegible Signature]

Respectfully,
[Illegible Signature]

Very truly yours,
[Illegible Signature]

- (h) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective as shown:

Laurie Gregory, 1988 03 28 (.5) (elementary)
Errol Hannibal, 1988 09 01 (secondary)
Kay Zabel, 1988 04 11 (elementary)

- (i) That Sylvia Scarrow, Administrative Staff, be returned from a Personal Leave of Absence, effective 1988 04 01.
- (j) That Marianna Tulumello-Cappelletti, Secondary School Clerical and Secretarial Staff, be returned from a Personal Leave of Absence, effective 1988 02 29.
- (k) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with the conditions governing Maternal Leave:

Doreen J. Dick, 1988 04 05 to 1988 08 01 (elementary)
Felicia McIntosh, 1988 09 01 to 1988 12 28 (elementary)
Vera Rehill, 1988 06 06 to 1988 10 02 (elementary)
Nancy Tuk, 1988 03 01 to 1988 06 27 (elementary)

- (l) That the requests of the following teachers for Maternal Leaves of Absence, be granted in accordance with the conditions governing Maternal Leave, and that these Leaves of Absence be followed by Leaves for Parental Reasons, effective as shown:

Julie Anne Beattie, 1988 09 01 to 1989 08 31 (elementary)
Kathryn Brownlow, 1988 04 04 to 1989 08 31 (elementary)

- (m) That the effective dates of the Maternal Leave of Absence, to be followed by a Personal Leave of Absence, granted to Maria Hruska at the November meeting, be changed to 1988 01 26 to 1988 08 31. (secondary)

- (n) That the requests of the following teachers for an extension of their Parental Leaves of Absence, effective as shown, be granted:

Deborah Pamukoff, 1988 03 14 to 1989 08 31 (elementary)
Sharon Zabrock, 1988 09 01 to 1989 08 31 (elementary)

- (o) That Lynda Cook, Secondary School Clerical and Secretarial Staff, be granted a Leave of Absence, effective 1988 04 04 until 1988 07 01.

- (p) That the timetables of the following teachers be changed, effective as shown:

Alison Darling, from 2/6 to 4/6, 1988 03 01 (2/3 Sem. 2) (secondary)
Diana Kidd, from .8 to .9, 1987 09 25 (elementary)
Denise Kneppert, from 1.0 to .5, 1988 02 22 (elementary)
Julia Lamont, from 3/6 to 6/6, 1988 02 01 (full time Sem. 1 and 2) (secondary)
Andrea Mozarowski, from 3/6 to 6/6, 1988 02 01 (full time Sem. 1 and 2) (secondary)
Jane Pilling, from 5/6 to 6/6, 1988 02 01 (full time Sem. 1 and 2) (secondary)
Carol Pyke, from .5 to 1.0, 1988 03 21 to 1988 06 30 (elementary)
Peter Queck, from 5/6 to 6/6, 1988 02 01 (full time Sem. 1 and 2) (secondary)
Edward Sober, from 2/6 to 3/6, 1988 02 15 (full time Sem. 2 only) (secondary)
Kenneth Ward, from .6 to .8, 1988 02 15 (elementary)

Respectfully submitted,
A. J. Krever,
Director of Education
and Secretary.

1988 03 10

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

- (q) That Keitha Seneco be appointed to the Probationary Staff, effective 1988 03 21 (2/6 -- 1/3 Semester 2), with salary according to schedule. (secondary)
- (r) That the following teacher's name be added to clause (c):
- Emily McDonald, 1988 02 03 to further notice (elementary)
- (s) That Anja Franken be appointed to the position of School Social Worker - B.S.W. Level, (.5), with a one year probationary period, effective 1988 03 28, with salary according to the salary schedule. (elementary)
- (t) That the resignation of Shaun Baylis, School Social Worker, be accepted effective 1988 02 05. (elementary)
- (u) That the effective retirement date of Reginald Woodworth, Teacher, approved at the February meeting, be changed to 1988 07 31. (secondary)
- (v) That Ann Day, Educational Assistant, be returned from a Personal Leave of Absence, effective 1988 03 07. (elementary)
- (w) That the following teachers' names be added to clause (k):
- Marilyn Albracht, 1988 04 28 to 1988 08 24 (elementary)
Pamela Swietek, 1988 03 18 to 1988 08 12 (elementary)
- (x) That the request to have Denise Kneppert's timetable changed in clause (p), be rescinded. (elementary)
- (y) That the Board enter into an agreement to provide for voluntary recognition of O.P.E.I.U., Local 527 as the official bargaining agent for all educational assistants and lunchroom aides employed by The Board of Education for the City of Hamilton.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

Page 4-4

STATE OF TEXAS

OFFICE OF THE ATTORNEY GENERAL

1. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

2. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

3. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

4. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

5. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

6. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

7. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

8. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

9. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

10. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

11. That the undersigned, Attorney General of the State of Texas, do hereby certify that the following is a true and correct copy of the original as the same appears in the records of the State of Texas.

Respectfully submitted,

A. A. Brown,
Attorney General of the State of Texas,
and Secretary.

FOUR OVER FIVE

That approval be granted for the request of William D. Muirhead for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") for the second semester of the 1989-90 school year, effective 1990 02 01 to 1990 06 30, subject to the 1987-88 Secondary School Collective Agreement.

FOR THE YEAR

1941-42. The following is a list of the names of the persons who have been elected to the office of the President of the Board of Directors of the National Board of Fire Underwriters for the year 1941-42. The names are listed in alphabetical order of their last names.

A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 04 14

Confirmation of the minutes of the last regular meeting.

GENERAL

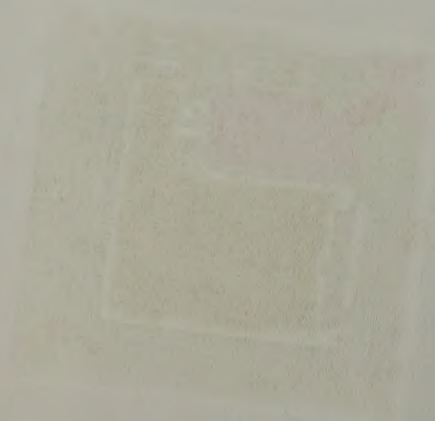
NEW BUSINESS:

1. Recommendations of the Director of Education - attached pages 1 to 2-A
2. Report of the Affirmative Action Committee - attached page 3
3. Re-Organization of the Finance Department - attached pages 4 to 16
4. Assistant Superintendent of Special Services - Role Description and Job Competencies - attached pages 17 to 25
5. The Metropolitan Toronto School Board Motion re Bill 70 - Continuing Education Teachers - attached pages 26 to 32

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached pages 33 to 39
- 



TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That the following persons be appointed to the probationary Clerical Staff, (Category A-B, maximum \$360.00 per week), effective as shown, with salaries according to the salary schedule:

Jan Northey, 1988 03 28
Sharon Biggley, 1988 04 11

- (b) That the resignation of John Penner, Superintendent of Finance and Treasurer, for the purpose of retirement, be accepted with regret effective 1988 10 31, and that the Board's retirement gratuity be paid.
- (c) That the resignation of Ronald Dawson, Co-operative Education Co-ordinator, who is retiring on superannuation, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid.
- (d) That the resignation of the following persons from the Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid to each:

Selena F. Dolan (secondary)
Maria Kuliberda (secondary)
Mary Myroniw (elementary)
Jean Singer (elementary)
Maaike Van der Ley (elementary)

- (e) That the resignation of Christina Cooper, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 06 10, and that the Board's retirement gratuity be paid.
- (f) That the resignations of the following persons from the Caretaking and Maintenance Staff, for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid to each:

Frank G. Baker (elementary)
Vernal O. Holland (elementary)
Joseph M. Passmore (elementary)
Gordon W. Reise (elementary)

- (g) That the resignation of Fotoula Papoutsis, Assistant Librarian, be accepted effective 1988 05 01.
- (h) That an exchange between Christine McCulloch (Hamilton Board) and Edward Wiens (Halton Board), be approved for a one year period, effective 1988 09 01, in accordance with the Board's Leadership Exchange Program.

- 2 -

- (i) That Edward Porter, Secondary School Foreman, be promoted to the position of Supervisory Foreman, (Administrative Category 11 - maximum \$37,728 per annum), with a one year probationary period, effective 1988 05 03, with salary according to the salary schedule.
- (j) That Naomi Bevan, Clerical Staff, be promoted to the position of Film Clerk - Media Services (Category B2 - maximum \$375.00 per week), effective 1988 03 21, with salary according to the salary schedule.
- (k) That the following Clerical Staff be promoted to the position of Secretary, Superintendent of Schools, (Category E - maximum \$468.00 per week), effective 1988 03 28, with salary according to the salary schedule:

Sheila George
Carol Midgley
Glenna Schneider
Irene Valastiak

- (l) That Michael Silbert, Mathematics Supervisor, be returned from Leave of Absence and assigned duties, effective 1988 09 01.
- (m) That Barbara Murdoch, Clerical Staff, be granted a Maternal Leave of Absence, effective 1988 05 30, in accordance with the Employment Standards Act.
- (n) That Gail Glenney-Burke, Adjustment Counsellor, be granted a Maternal Leave of Absence, effective 1988 09 06, in accordance with the Employment Standards Act.
- (o) That Rhonda Hirst, Developmental Specialist, be granted a Personal Leave of Absence, effective 1988 09 06 until 1989 06 30.
- (p) That the Personal Leave of Absence for Laura Labate, Clerical Staff, be extended from 1988 04 18 until 1988 06 10.
- (q) That the following Clerical/Secretarial positions be reclassified, effective 1988 04 01:

	<u>From</u>	<u>To</u>
Clerk-Typist, Psychological Services	A-B	B2
Clerk-Typist, Guidance Services	A-B	B2
Clerk, Guidance Services	A-B	B2

Respectfully submitted,

A. J. Krever
Director of Education
and Secretary.

1. The Board of Directors, composed of the President, Vice President, Secretary, Treasurer, and five members elected by the stockholders, shall have the right to make and alter the bylaws of the corporation, subject to the approval of the stockholders.

2. The Board of Directors shall have the right to elect and remove the President, Vice President, Secretary, Treasurer, and the members of the Board of Directors.

3. The Board of Directors shall have the right to make and alter the rules and regulations of the corporation, subject to the approval of the stockholders.

4. The Board of Directors shall have the right to make and alter the contracts and agreements of the corporation, subject to the approval of the stockholders.

5. The Board of Directors shall have the right to make and alter the financial statements of the corporation, subject to the approval of the stockholders.

Article IV
Section 1
Section 2
Section 3
Section 4

1. The Board of Directors shall have the right to make and alter the rules and regulations of the corporation, subject to the approval of the stockholders.

2. The Board of Directors shall have the right to make and alter the contracts and agreements of the corporation, subject to the approval of the stockholders.

3. The Board of Directors shall have the right to make and alter the financial statements of the corporation, subject to the approval of the stockholders.

4. The Board of Directors shall have the right to make and alter the bylaws of the corporation, subject to the approval of the stockholders.

5. The Board of Directors shall have the right to make and alter the rules and regulations of the corporation, subject to the approval of the stockholders.

6. The Board of Directors shall have the right to make and alter the contracts and agreements of the corporation, subject to the approval of the stockholders.

7. The Board of Directors shall have the right to make and alter the financial statements of the corporation, subject to the approval of the stockholders.

8. The Board of Directors shall have the right to make and alter the bylaws of the corporation, subject to the approval of the stockholders.

9. The Board of Directors shall have the right to make and alter the rules and regulations of the corporation, subject to the approval of the stockholders.

10. The Board of Directors shall have the right to make and alter the contracts and agreements of the corporation, subject to the approval of the stockholders.

Table 1		Total
Category	Value	
Category 1	100	100
Category 2	200	200
Category 3	300	300
Category 4	400	400
Category 5	500	500

Appendix A

A. J. Brown
President of the Corporation
New York, N.Y.

ADDED RECOMMENDATIONS

1988 04 14

GENERAL

- (r) That clause (n) be deleted.
- (s) That the Board of Education for the City of Hamilton participate in Employment and Immigration Canada's summer program - "Challenge '88 - Summer Employment/Experience Development (SEED)" - at a cost of \$2,976, for the placement of two university and/or community college students in the Personnel Department, for a maximum of eighteen weeks.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

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REPORT OF THE
AFFIRMATIVE ACTION COMMITTEE

Present: Margaret Cunningham, (Chairman);
Trustees Barker, Deans and Kennedy.
Mrs. Tindall, Mses. Deans, Howard, Mooney, Morris,
Messrs. Brown and Evans.

Officials Present: A. J. Krever (Director of Education and Secretary),
D.B. Sinclair (Manager, Personnel and Employee Relations),
L. Sproule-Jones (Affirmative Action Co-ordinator),

The Committee recommends:

GENERAL

1. That the Board of Education for the City of Hamilton apply to the Ministry of Education for the 1988 grant under the Affirmative Action/Employment Equity Incentive Fund.
2. That the Board of Education for the City of Hamilton apply to the Ministry of Education for the grant - Summer Experience '88 - Affirmative Action in School Boards program, at no cost to the Board.

Respectfully submitted,

Margaret Cunningham,
Chairman.

Committee Room,
1988 03 29.

REPORT OF THE

COMMISSIONER OF THE

LAND OFFICE
IN RESPONSE TO A RESOLUTION
PASSED BY THE BOARD OF LANDS
AND MINES, 1901, RELATIVE
TO THE LANDS OF THE
CROWN.

ALBANY, N. Y.,
JANUARY 1, 1902.

THE COMMISSIONER,

LAND OFFICE

ALBANY, N. Y.,
JANUARY 1, 1902.

ALBANY, N. Y.,
JANUARY 1, 1902.

ALBANY, N. Y.,

ALBANY, N. Y.,

ALBANY, N. Y.,

FINANCE DEPARTMENT

IMPLEMENTATION REPORT

- Finance Department
 - Image of the Department
 - Role of the Superintendent
 - Competency Model
 - Reorganized Functions
 - Organization Charts
 - Costing
 - Recommendations

IMPLEMENTATION REPORT

- Finance Department
- Inland of the Department
- Role of the Superintendent
- Computer Model
- Reorganized Functions
- Organization Charts
- Coning
- Recommendations

FINANCE DEPARTMENT

- Image of the Department
- Role of the Superintendent
- Competency Model
- Reorganized Functions
- Organization Charts
- Costing
- Recommendations

FINANCE DEPARTMENT

- Image of the Department
- Role of the Superintendent
- Corporate Model
- Reorganized Functions
- Organization Charts
- Goals
- Recommendations

FINANCE DEPARTMENT

Image of the Department

The Finance Department will provide leadership in the administration of the financial affairs, policies and procedures of the Hamilton Board of Education. This will be done by working collaboratively and cooperatively with Trustees, officials, departments and appropriate personnel and associations throughout the system.

Financial considerations impinge on almost every decision made within a large organization. It is essential that the specific expertise of the Finance Department be organized in such a way as to be efficient and available to not only department members but also to all individuals in the organization requiring assistance or information on financial matters. The reorganization of the Finance Department will assist in the operation and integration of departments and functions such as Information Services, Human Resources and Area Offices.

This can be done by implementing a plan to streamline the department and by arranging senior members of the department in an organization which allows for open communication and decision making while at the same time delineating responsibilities and strengthening accountabilities. This plan will allow talents and energies to be utilized so that productivity and excellence are encouraged, while remaining responsive to the changing needs and priorities of the system.

It is proposed that the positions of Superintendent of Finance and Controller be contained within the Office of the Superintendent of Finance. The model is similar to that of the Director and Associate Director within the Office of the Director. This will ensure that departmental responsibilities are carried out in a coordinated and collaborative manner.

The Superintendent of Finance must interact with many people and organizations outside of the Finance Department. These include Ministry officials, trustee organizations, civic officials, trustees and other superintendents. The proposed organization of the Finance Department ensures that the Superintendent of Finance will have the time necessary to meet the external responsibilities of the Department.

The Controller, working closely with and reporting to the Superintendent of Finance, will directly manage the department through the various managers reporting to the Office of the Superintendent of Finance and will be in charge of the Finance Department in the absence of the Superintendent. The Controller is responsible for meeting the ongoing requirements of the Board in areas such as budgeting, purchasing, property management, transportation, insurance and financial services such as accounting, assessment and payroll.

FINANCE DEPARTMENT

Page of the Department

The Finance Department is responsible for the management of the financial affairs of the Department. It is responsible for the preparation and presentation of the budget, the collection of revenue, and the disbursement of funds. It also maintains the accounts of the Department and provides financial information to the other departments.

The Finance Department is organized into several sections. The Budget Section is responsible for the preparation and presentation of the budget. The Revenue Section is responsible for the collection of revenue. The Disbursement Section is responsible for the disbursement of funds. The Accounts Section is responsible for the maintenance of the accounts. The Finance Department also has a staff of clerical and administrative personnel.

The Finance Department is headed by the Finance Officer. The Finance Officer is responsible for the overall management of the Finance Department. He or she is assisted by the Finance Officer's Assistant. The Finance Officer's Assistant is responsible for the day-to-day management of the Finance Department. The Finance Department also has several other positions, including the Budget Officer, the Revenue Officer, the Disbursement Officer, and the Accounts Officer.

The Finance Department is an integral part of the Department. It provides the financial information that is needed for the Department to operate effectively. It also ensures that the Department's financial affairs are managed in a responsible and efficient manner. The Finance Department is committed to providing high-quality financial services to the other departments.

The Finance Department is also responsible for the management of the Department's financial resources. It ensures that the Department's funds are used in a responsible and efficient manner. It also provides financial information to the other departments to help them make informed decisions about their financial needs.

The Finance Department is a key part of the Department's financial management system. It provides the financial information that is needed for the Department to operate effectively. It also ensures that the Department's financial affairs are managed in a responsible and efficient manner. The Finance Department is committed to providing high-quality financial services to the other departments.

Role of the Superintendent of Finance

The Superintendent of Finance will report to the Director and will work collaboratively with trustees and superintendents of the Hamilton Board. The Superintendent, with the support of the Controller, will provide leadership in the planning, coordination and management of the Board's financial operations. As a member of senior management, the Superintendent will assist in the development of the Board's mission and will reflect its ideals in all contacts both inside and outside the organization.

In addition the Superintendent will:

- perform the duties of Treasurer as specified in Subsections 174(5) and 207(7), (8) and (9) of the Education Act
- ensure the integrity of the Board's financial decision making, planning and management systems
- ensure that reported financial information is accurate and that internal control practices conform to Ministry and Board policies and procedures
- ensure that proposals for new developments or evaluations of current programs have a standardized financial perspective.
- develop with the Superintendent of Information Services a computerized financial management system that will allow for financial forecasting, planning, control, and reporting
- work with Superintendents of Schools in the management of Area financial matters
- provide interpretation for superintendents regarding funds available from the Ministry and coordinate application for these grants
- prepare the annual capital and operating budgets, with the cooperation of other superintendents
- develop a three year strategic management plan for the department. This plan should allow for succession planning, promotional opportunities, training, and also examine the structure of the department, roles of staff members, interdepartmental relationships and future technological requirements
- manage, coordinate, recommend and implement policies and programs in the areas of accounting, assessment, budget, insurance , payroll, purchasing transportation and legal services
- prepare the annual financial statements of the Board
- make recommendations to the Board for the acquisition, rental and disposal of all Board properties
- cooperate with the Superintendents of Human Resources and Information Services in the development of a computerized Employee Information System which will facilitate preparation of the staffing report for budget and payroll purposes
- encourage and provide opportunities for professional development programs for department members, in conjunction with the Human Resources Department.
- facilitate financial arrangements for conferences and staff development, in cooperation with the Human Resources Department.

COMPETENCY MODEL

Philosophy

The primary rationale for the existence of any organization is the achievement of certain goals through the concerted action of its people.

It is our strong belief that people involved in fulfilling key roles in the reorganization will be eager to be effective in their new positions. To be successful, these individuals must clearly understand the depth and scope of their new roles. Each of these leaders need to be given the opportunity to set clear manageable objectives; to work collaboratively with others toward them; and to be provided with appropriate feedback on completion of these goals.

The attached procedure includes a well defined job description and the competencies required for each role. Criteria will be used not only for the encouragement and selection of the best people, but also for providing a framework for the meaningful evaluation of the performance of individuals selected.

We are convinced that clear job outlines and accountable procedures allow people to grow as educators and be effective as leaders.

Image of A Leader In The New Organization

The leader will have strong personal values, a belief in the worth of others and the desire to develop further the excellence of the Hamilton Public Education System.

This person will have the ability to conceptualize, problem solve creatively, visualize and develop an image of the future in collaboration with others.

He/she will possess the energy, enthusiasm and skills necessary to develop action plans which will influence others to continually work towards improving both themselves and education in the Hamilton System.

Self-confidence and the respect of others will enable the leader, using encouragement and effective performance reviews, to support others in developing their full potential.

This person will recognize and be open to the needs of our changing multi-racial, multi-ethnic, and multi-religious society.

This leader expects to make a difference and usually succeeds.

COMPETENCY MODEL

Philosophy

The primary objective of the competency model is to provide a framework for the development of the organization's human resources. The model is based on the following principles:

1. The organization's success is dependent on the performance of its employees. Therefore, the organization must invest in the development of its human resources. 2. The organization's human resources are its most valuable asset. Therefore, the organization must ensure that its human resources are developed and maintained. 3. The organization's human resources are its most flexible asset. Therefore, the organization must ensure that its human resources are adaptable to change.

The competency model is a framework for the development of the organization's human resources. It is based on the following principles:

1. The organization's success is dependent on the performance of its employees. Therefore, the organization must invest in the development of its human resources. 2. The organization's human resources are its most valuable asset. Therefore, the organization must ensure that its human resources are developed and maintained. 3. The organization's human resources are its most flexible asset. Therefore, the organization must ensure that its human resources are adaptable to change.

Image of A Leader in The New Organization

The leader will have a strong personal vision, a sense of purpose, and a clear understanding of the organization's mission and vision. The leader will be able to communicate this vision effectively to the organization's members.

The leader will have a strong understanding of the organization's culture and values. The leader will be able to communicate these values effectively to the organization's members.

The leader will have a strong understanding of the organization's strategy and goals. The leader will be able to communicate these goals effectively to the organization's members.

The leader will have a strong understanding of the organization's resources and capabilities. The leader will be able to communicate these capabilities effectively to the organization's members.

The leader will have a strong understanding of the organization's challenges and opportunities. The leader will be able to communicate these challenges and opportunities effectively to the organization's members.

The leader will have a strong understanding of the organization's future. The leader will be able to communicate this future effectively to the organization's members.

Criteria/Characteristics for Role of Superintendent

Personal Qualities/Relationships

- Projects a professional image
- Has a mature outlook
- Has clear educational convictions
- Is enthusiastic, positive, proactive and able to motivate staff
- Maintains integrity and honesty
- Is consistent in beliefs and values in sensitive and critical societal issues
- Is an effective leader in curriculum and instruction/business services
- Provides appropriate assistance to trustees and other Supervisory Officers
- Is an effective role model

Problem Solving/Planning

- Can envisage the future
- Looks for better ways to do things
- Tolerates alternatives and ambiguity
- Deals with conflict situations effectively
- Has good conceptual abilities
- Has knowledge of effective problem solving procedures
- Uses intuition and creative techniques
- Encourages collaborative decision making
- Values cooperation and initiative

Team Building/Leadership

- Is committed to make this system excellent
- Maintains a clear sense of direction
- Works to achieve a positive climate
- Exhibits behaviour consistent with goals of the organization
- Has excellent interpersonal skills
- Gains the support of staff
- Is courteous and shows concern for others
- Involves people in decisions which affect them
- Develops effective work groups
- Varies leadership style appropriately
- Delegates effectively

Chemical Characteristics for Tests of Spectrophotometry

Section 1: General Characteristics

This section discusses the general characteristics of the spectrophotometer, including the light source, monochromator, sample holder, and detector. It also covers the basic principles of spectrophotometry, such as Beer's Law and the relationship between absorbance and transmittance.

Section 2: Wavelength Selection

This section details the methods for selecting the appropriate wavelength for a given sample. It includes information on the monochromator's resolution, the effect of slit width on spectral bandwidth, and the importance of matching the wavelength to the sample's absorption maximum.

Section 3: Sample Preparation

This section provides guidelines for preparing samples for spectrophotometric analysis. It covers topics such as sample concentration, path length, and the use of cuvettes. It also discusses the importance of proper sample handling to avoid contamination and ensure accurate results.

Management/Goal Achievement

- Is well organized
- Has a thorough knowledge of responsibilities
- Has clearly defined objectives and ways to measure results
- Communicates objectives to appropriate staff
- Monitors and achieves established objectives
- Effectively manages human, physical and financial resources
- Makes decisions and accepts responsibility for their effectiveness

People Development/Performance Review

- Establishes an effective Manager's Letter with designated staff
- Establishes and achieves a personal growth plan
- Is receptive to feedback for own growth
- Establishes high standards of performance with staff
- Maintains high standards in staff selection
- Facilitates growth opportunities for others
- Shows satisfaction with the success of others
- Guides and supports staff
- Provides feedback to staff

Communication

- Is accessible to others
- Listens actively and responds effectively
- Prepares clear, complete and concise reports
- Keeps people well informed
- Presents ideas clearly
- Makes effective presentations
- Speaks positively about the system

Management/Task Assignment

Is the system
Has a thorough knowledge of responsibilities
Has clearly defined objectives and ways to measure results
Communicates objectives to subordinates and
Establishes and achieves assigned objectives
Effectively manages human, physical and financial resources
Makes decisions and accepts responsibility for their effectiveness

People Development/Performance Review

Establishes an effective Manager's List with designated staff
Establishes and achieves a personal growth plan
Is receptive to feedback from own group
Establishes high standards of performance with staff
Maintains high standards in staff selection
Facilitates growth and development of staff
Shows satisfaction with the success of group
Guides and mentors staff
Provides feedback to staff

Communication

Is receptive to others
Listens actively and responds effectively
Expresses their concepts and concepts of others
Keeps people well informed
Presents ideas clearly
Makes effective presentations
Speaks positively about the system

Reorganization of certain functions

Trustee Services

Trustee Services has not been included as part of the proposed Finance Department structure. It is suggested that this function would be more appropriately performed as part of the Office of the Director.

Board Mail and Delivery System

This function is presently performed by several departments, including Administrative Services, Computer Services and Purchasing. It is proposed that responsibility for the entire mail and delivery system, including the Education Centre mail room and school delivery routes, be consolidated in the Purchasing Department, which already handles all deliveries other than mail as part of its warehousing function.

Switchboard, Duplicating and Dicta Services

These functions appear to relate more closely to Information Services than to Finance, and it is recommended that they become part of Information Services when that department is organized. Until that takes place, Finance would continue to take responsibility.

Reorganization of certain functions

Transfer of functions

The transfer of functions has not been effected as yet of the proposed Transfer of Functions Bill. It is suggested that the transfer of the functions of the Secretary of the Council to the Council be effected.

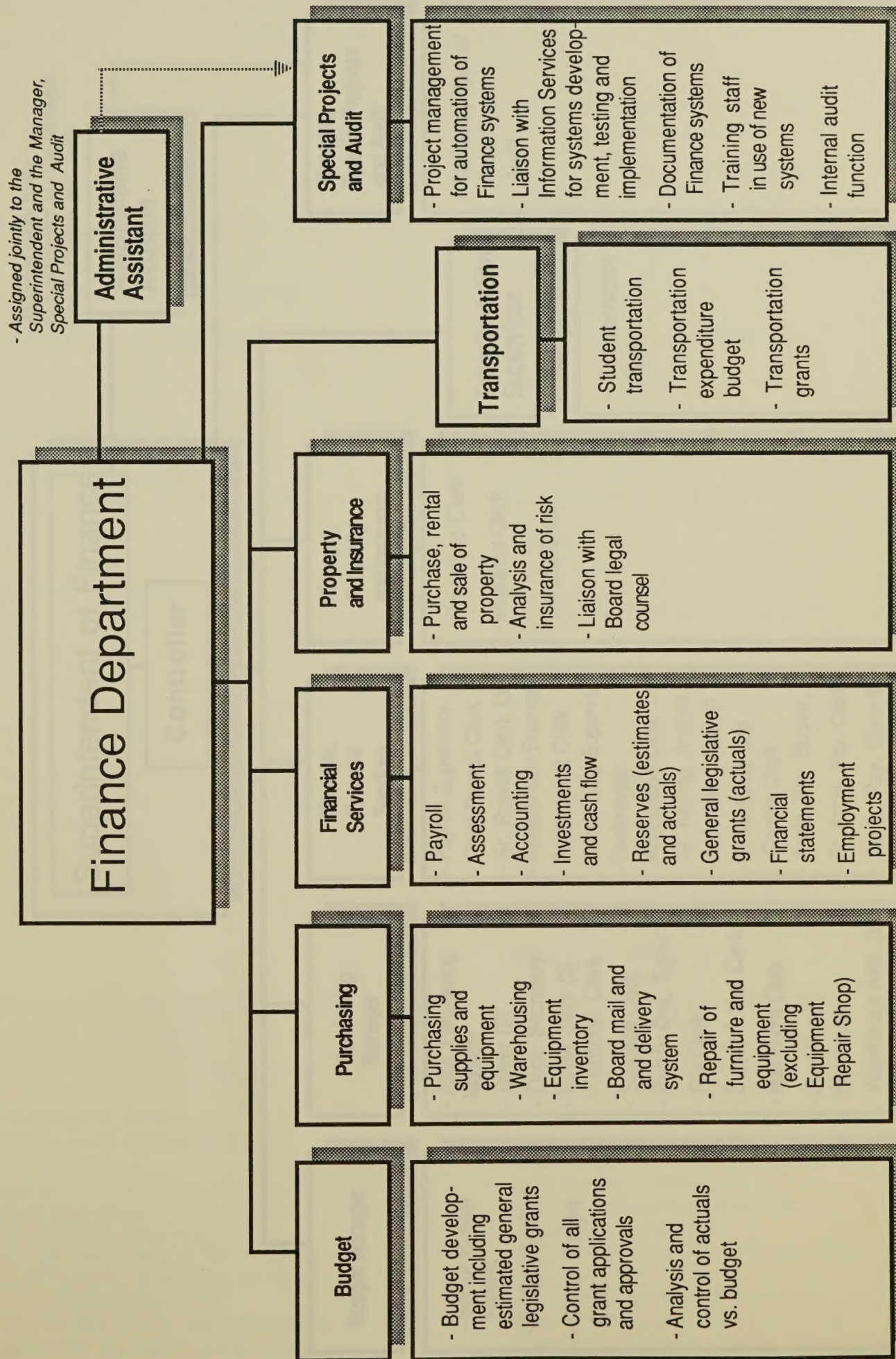
Transfer of functions to the Council

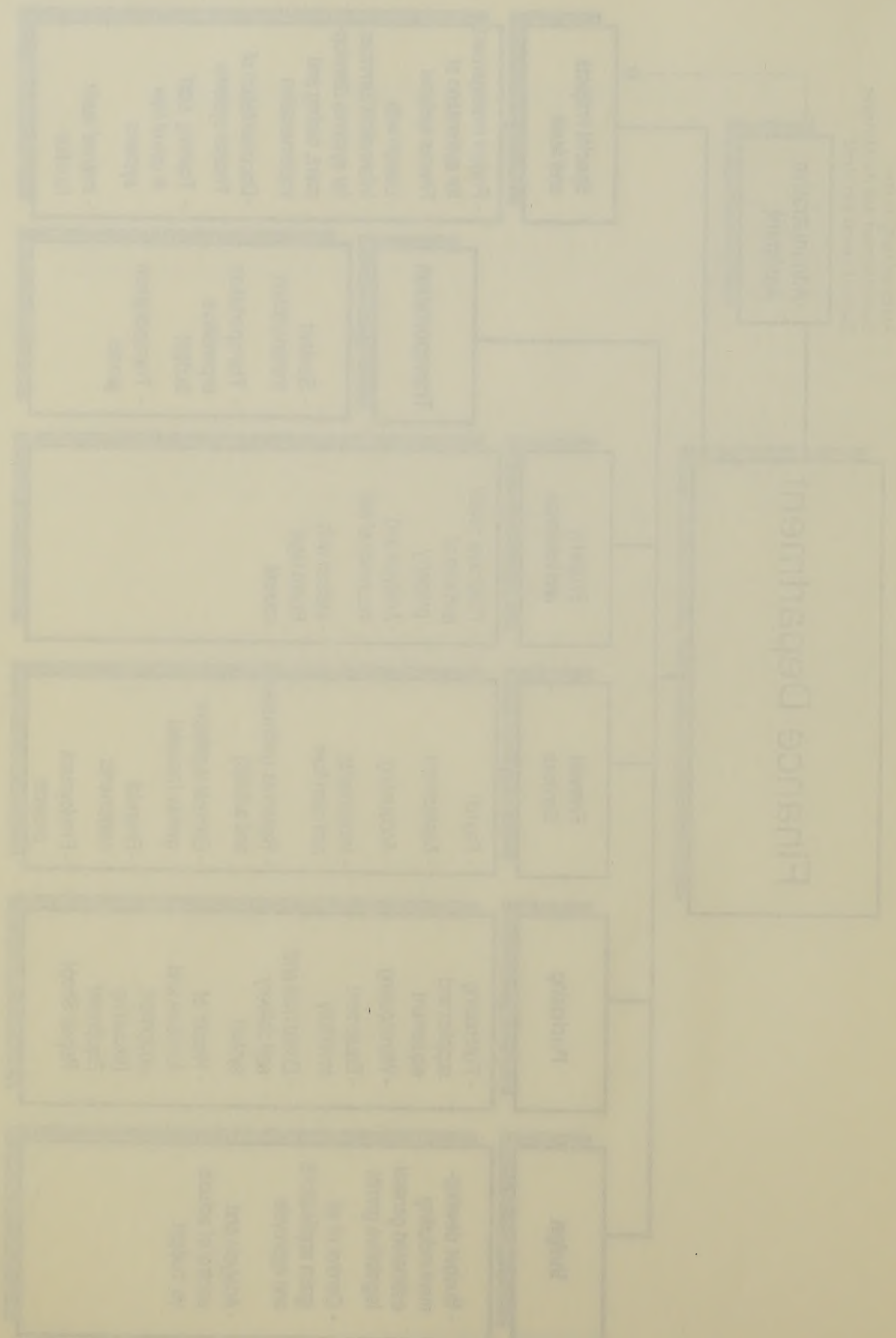
The transfer of functions to the Council is suggested by several departments, including the Education Department. It is suggested that the transfer of the functions of the Secretary of the Council to the Council be effected. It is suggested that the transfer of the functions of the Secretary of the Council to the Council be effected.

Transfer of functions to the Council

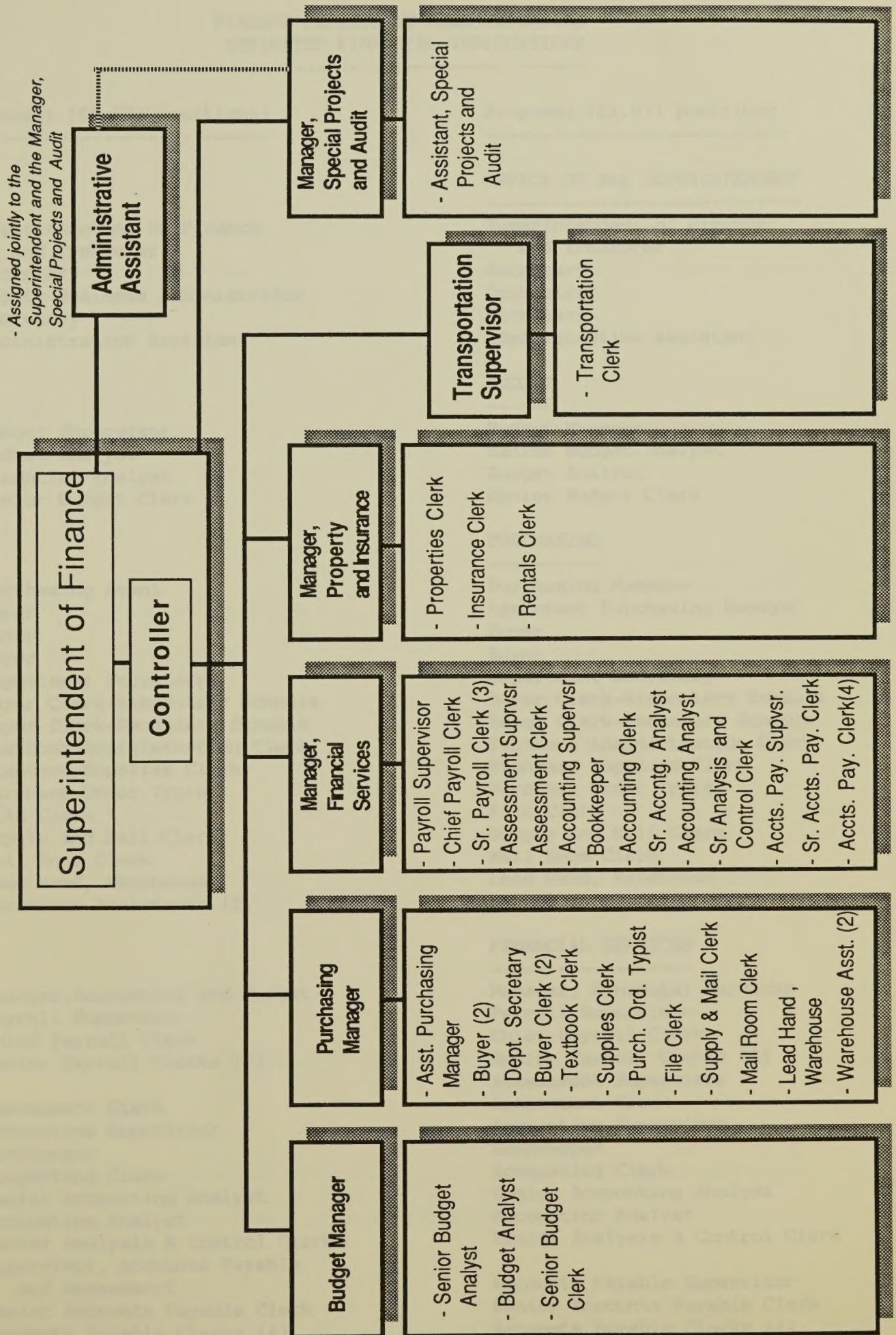
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PROPOSED FINANCE DEPARTMENT RESPONSIBILITIES





PROPOSED FINANCE ORGANIZATIONAL STRUCTURE



FINANCE DEPARTMENT REORGANIZATION
ESTIMATED FINANCIAL IMPLICATIONS

Present (61.571 positions)

Superintendent of Finance
and Treasurer
Secretary
Deputy Business Administrator
Secretary
Administrative Assistant

Budget Supervisor
Budget Analyst
Financial Analyst
Senior Budget Clerk

Purchasing Agent
Buyer
Buyer
Buyer
Department Secretary
Buyer Clerk-Elementary Schools
Buyer Clerk-Secondary Schools
Textbook Administration Clerk
Standard Supplies Clerk
Purchase Order Typist
File Clerk
Supply and Mail Clerk
Mail Room Clerk
Lead Hand, Warehouse
Warehouse Assistants (2)

Manager, Accounting and Budget
Payroll Supervisor
Chief Payroll Clerk
Senior Payroll Clerks (3)

Assessment Clerk
Accounting Supervisor
Bookkeeper
Accounting Clerk
Senior Accounting Analyst
Accounting Analyst
Senior Analysis & Control Clerk
Supervisor, Accounts Payable
and Assessment
Senior Accounts Payable Clerk
Accounts Payable Clerks (4)

Proposed (62.571 positions)

OFFICE OF THE SUPERINTENDENT

Superintendent of Finance
and Treasurer
Secretary
Controller
Secretary
Administrative Assistant

BUDGET

Budget Manager
Senior Budget Analyst
Budget Analyst
Senior Budget Clerk

PURCHASING

Purchasing Manager
Assistant Purchasing Manager
Buyer
Buyer
Department Secretary
Buyer Clerk-Elementary Schools
Buyer Clerk-Secondary Schools
Textbook Administration Clerk
Standard Supplies Clerk
Purchase Order Typist
File Clerk
Supply and Mail Clerk
Mail Room Clerk
Lead Hand, Warehouse
Warehouse Assistants (2)

FINANCIAL SERVICES

Manager, Financial Services
Payroll Supervisor
Chief Payroll Clerk
Senior Payroll Clerks (3)
* Assessment Supervisor
Assessment Clerk
Accounting Supervisor
Bookkeeper
Accounting Clerk
Senior Accounting Analyst
Accounting Analyst
Senior Analysis & Control Clerk

Accounts Payable Supervisor
Senior Accounts Payable Clerk
Accounts Payable Clerks (4)

Administrative Officer,
Business Services
Secretary
Insurance Clerk
Rentals Clerk

PROPERTY AND INSURANCE

Manager, Property and
Insurance
Properties Clerk
Insurance Clerk
Rentals Clerk

Transportation Supervisor
Transportation Clerk

TRANSPORTATION

Transportation Supervisor
Transportation Clerk

Internal Auditor
Auditor Trainee

SPECIAL PROJECTS AND AUDIT

Manager, Special Projects
and Audit
Assistant, Special Projects
and Audit

Supervisor, Administrative
Services
First Floor Receptionist

Transferred to Director,s Office:

Supervisor, Trustee Services
First Floor Receptionist

Duplicating Offset Operator(2)
Duplicating Clerk

Transferred to Information Services:

Duplicating Offset Operator(2)
Duplicating Clerk

Senior Dicta Typist
Dicta Typists (2)

Senior Dicta Typist
Dicta Typists (2)

Senior Switchboard Operator
Switchboard Operator (0.571)

Senior Switchboard Operator
Switchboard Operator (0.571)

\$1,838,660
=====

\$1,891,022
=====

\$52,362
=====

NET INCREASE IN ANNUAL COST (INCLUDING BENEFITS)

\$56,433
=====

Notes:

-
1. All salaries are at category maximums for purposes of these estimates.
 2. Renovation costs have not been included in these estimates.
 - * New position as a result of implementation of Bill 30.

PROPERTY AND RECORDS

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PROPERTY AND RECORDS

1. All records and all property belonging to the various of these sections.
2. Records, Reports and all property belonging to these sections.
3. Records, Reports and all property belonging to these sections.

Recommendations

1. That the "Image" of the Finance Department be adopted.
2. That the role description and competency model for the Superintendent of Finance be adopted.
3. That the proposed organization structure and department responsibilities for the Finance Department be approved as presented.
4. That the position of Controller be established.
5. That the salary of Controller be equivalent to the Assistant Superintendent.
6. That the Superintendent of Finance be authorized to proceed with implementation of the reorganization.

Recommendations

1. The language of the French document be adopted.
2. The text be adopted and amended only for the Department of Finance as required.
3. The proposed regulatory changes and proposed amendments for the French document be approved as proposed.
4. The text of the document be adopted.
5. The text of the document be referred to the Advisory Committee.
6. The text of the document be referred to the Advisory Committee.

IMPLEMENTATION REPORT

- Special Services
 - Image of the Department
 - Role of the Assistant Superintendent
 - Competency Model
 - Recommendations

Co.ordinating
Group

April 1983

Update from your Transition Management Team

IMPLEMENTATION REPORT

- Special Services
- Image of the Department
- Role of the Assistant Superintendent
- Competency Model
- Recommendations



ASSISTANT SUPERINTENDENT OF SPECIAL SERVICES

Image of the Department

ASSISTANT SUPERINTENDENT OF SPECIAL SERVICES

Implied in this document is the goal of excellence - by the school and the community - of all children with a wide variety of social, emotional and intellectual and physical development.

The Hamilton Board has defined an instructional program to provide each student an opportunity to develop to his/her school potential. As there may be varied opportunities for learning among all students, when the school's serve, regular education is supported by special services to meet the special needs of students.

- Image of the Department

• Special Services ensure that Ministry regulations, Board policies and community needs are met.

- Role of the Assistant Superintendent

• Special Services provides the support functions when needed programs to be developed and delivered providing optimum program to all students, including those identified as having special needs.

- Competency Model

• A facilitative co-operation between the students, special programs and services with the Superintendents of Schools and the Superintendents of Curriculum and Special Services.

• Special Services provides consultation to hiring and staffing at the request of the appropriate Supervisory Officer.

• The Assistant Superintendent of Special Services, through the Superintendent of Curriculum and Special Services, will work collaboratively to communicate to the appropriate personnel, Ministry and Board regulations, policies, procedures, other needs as well as long and short range planning.

"Each student identified as exceptional has the right to an appropriate special education program. In future, much emphasis will continue to be placed on adapting courses of study to assist these students to develop to their potential.

ASSISTANT SUPERINTENDENT OF SPECIAL SERVICES

- Image of the Department
- Role of the Assistant Superintendent
- Competency Model
- Recommendations

ASSISTANT SUPERINTENDENT OF SPECIAL SERVICES

Image of the Department

All students in Ontario are entitled to quality education geared to individual needs, interests and developmental levels.

Implicit in this statement is the idea of acceptance - by the school and the community - of all children with a wide variety of social, emotional and intellectual and physical development.

The Hamilton Board has designed an instructional program to provide each student an opportunity to develop to his/her fullest potential. So there may be equal opportunities for learning among all students whom the schools serve, regular instruction is supported and supplemented by a program of Special Services to meet the special needs of students.

- Special Services ensures that Ministry regulations, Board policies and community needs are appropriately addressed, implemented, monitored and reviewed.
- Special Services provides the support functions which enable programs to be developed and delivered providing optimum program to all students, including those identified as exceptional* and others with special needs.
- It facilitates co-ordination of administrative functions, special programs and services with the Superintendents of Schools and the Superintendents of Curriculum and Special Services.
- Special Services will provide assistance in relation to hiring and staffing at the request of the appropriate Supervisory Officer.
- The Assistant Superintendent of Special Services, through the Superintendent of Curriculum and Special Services, will work collaboratively to communicate to the appropriate personnel, Ministry and Board regulations, policies, directions, area needs as well as long and short range planning.

*Each student identified as exceptional has the right to an appropriate special education program. In future, much emphasis will continue to be placed on adapting courses of study to assist these students to develop to their potential.

ASSISTANT SUPERINTENDENT OF SPECIAL SERVICES

Image of the Department

At all times, the Department is committed to providing the highest quality of special services to students with disabilities.

The Department is committed to providing the highest quality of special services to students with disabilities, and to ensuring that all students with disabilities have access to a free and appropriate public education.

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Special Services is committed to providing the highest quality of special services to students with disabilities, and to ensuring that all students with disabilities have access to a free and appropriate public education.

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The Assistant Superintendent of Special Services, through the Department of Special Services, is committed to providing the highest quality of special services to students with disabilities, and to ensuring that all students with disabilities have access to a free and appropriate public education.

The Assistant Superintendent of Special Services, through the Department of Special Services, is committed to providing the highest quality of special services to students with disabilities, and to ensuring that all students with disabilities have access to a free and appropriate public education.

Role of the Assistant Superintendent of Special Services

Special Services, as indeed other programs, need to be viewed in the light of the CRDI (Curriculum Review, Development and Implementation) model.. Review and Development are Central Office functions. The responsibility for Implementation rests with the Superintendents of Schools with appropriate support and in-service assistance provided by Central Office.

Global Responsibilities

The Assistant Superintendent of Special Services will:

- be responsible to Superintendent of Curriculum for the integration of Curriculum, Program and Services.
- co-ordinate and manage the Co-ordinators of Special Services and through them co-ordinate the activities and functions of centralized support personnel. .
- oversee, in conjunction with the Superintendents of Schools, the program direction of support personnel in the areas.

Specific Areas of Responsibilities

Overall duties:

The Assistant Superintendent of Special Services will:

- conduct performance reviews of Co-ordinators of Special Services
- liaise with such outside agencies and/or organizations as relate to Special Services
- serve on committees as requested by the Superintendent of Curriculum and Special Services such as
 - Supervised Alternative Learning for Excused Pupils Program (SALEP)
 - Special Education Advisory Committee (SEAC)
- ensure appropriate in-service of co-ordinators and consultants and other support personnel to assist them in their role in curriculum or special services
- manage the development of and/or use of individual and group tests where required
- attend meetings of the Board and such of its committees as are deemed appropriate

Role of the Assistant Superintendent of Special Services

The Assistant Superintendent of Special Services is responsible for the coordination and supervision of all special services programs within the district. This includes the development and implementation of policies and procedures, the allocation of resources, and the monitoring of program effectiveness. The Assistant Superintendent also serves as a liaison between the district and the state and federal agencies.

General Responsibilities

The Assistant Superintendent of Special Services is responsible for:

- the development and implementation of policies and procedures for the district's special services programs;
- the allocation of resources to the district's special services programs;
- the monitoring of program effectiveness and the reporting of results to the district and state and federal agencies;
- the coordination of the district's special services programs with the state and federal agencies;
- the supervision of the district's special services staff.

Specific Areas of Responsibility

General

The Assistant Superintendent of Special Services is responsible for:

- the development and implementation of policies and procedures for the district's special services programs;
- the allocation of resources to the district's special services programs;
- the monitoring of program effectiveness and the reporting of results to the district and state and federal agencies;
- the coordination of the district's special services programs with the state and federal agencies;
- the supervision of the district's special services staff.

Design, Development Phase

- develop a three-year plan which focuses on integrated functions of Curriculum and Special Services
- ensure that policies and programs are developed consistent with the requirements related to Special Services as contained in the Acts and Regulations of the various government Ministries.
- recommend policies, practices and guidelines related to any matter that logically falls under the terms of reference of Special Services
- provide Superintendents of Schools and other appropriate personnel with system guidelines/procedures relative to the requirements of exceptional students.

Implementation Phase

- ensure that implementation of all Special Services meets the requirements as contained in the Acts and Regulations of the various government Ministries.
- meet regularly with the Assistant Superintendent of Curriculum and Area Supervisors to ensure system-wide co-ordination of programs and services
- provide in-service as required to appropriate personnel.

Review Phase

- assume overall responsibility for the development of The Ministry of Education Annual Review of Comprehensive Special Education Programs and Services
- provide recommendations re changes and/or addition of new programs for Special Services
- co-ordinate system-wide reviews of Special Education programs as required.

Section: Development Phase

- develop a three-year plan which focuses on integrated activities in Community and Special Services
- ensure that policies and programs are developed consistent with the requirements of the Special Services Act and the requirements of the various government departments
- implement policies, programs and guidelines related to the various departments
- take under the terms of the Act or other legislation
- provide financial support to the various departments and ensure that the various departments are aware of the requirements of the various departments

Implementation Phase

- ensure that the implementation of all Special Services programs is consistent with the requirements of the Act and the requirements of the various departments
- ensure that the implementation of all Special Services programs is consistent with the requirements of the Act and the requirements of the various departments
- ensure that the implementation of all Special Services programs is consistent with the requirements of the Act and the requirements of the various departments

Review Phase

- ensure that the review of all Special Services programs is consistent with the requirements of the Act and the requirements of the various departments
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- ensure that the review of all Special Services programs is consistent with the requirements of the Act and the requirements of the various departments

COMPETENCY MODEL

Philosophy

The primary rationale for the existence of any organization is the achievement of certain goals through the concerted action of its people.

It is our strong belief that people involved in fulfilling key roles in the reorganization will be eager to be effective in their new positions. To be successful, these individuals must clearly understand the depth and scope of their new roles. Each of these leaders need to be given the opportunity to set clear manageable objectives; to work collaboratively with others toward them; and to be provided with appropriate feedback on completion of these goals.

The attached procedure includes a well defined job description and the competencies required for each role. Criteria will be used not only for the encouragement and selection of the best people, but also for providing a framework for the meaningful evaluation of the performance of individuals selected.

We are convinced that clear job outlines and accountable procedures allow people to grow as educators and be effective as leaders.

Image of A Leader In The New Organization

The leader will have strong personal values, a belief in the worth of others and the desire to develop further the excellence of the Hamilton Public Education System.

This person will have the ability to conceptualize, problem solve creatively, visualize and develop an image of the future in collaboration with others.

He/she will possess the energy, enthusiasm and skills necessary to develop action plans which will influence others to continually work towards improving both themselves and education in the Hamilton System.

Self-confidence and the respect of others will enable the leader, using encouragement and effective performance reviews, to support others in developing their full potential.

This person will recognize and be open to the needs of our changing multi-racial, multi-ethnic, and multi-religious society.

This leader expects to make a difference and usually succeeds.

Criteria/Characteristics for Role of Superintendent

Personal Qualities/Relationships

- Projects a professional image
- Has a mature outlook
- Has clear educational convictions
- Is enthusiastic, positive, proactive and able to motivate staff
- Maintains integrity and honesty
- Is consistent in beliefs and values in sensitive and critical societal issues
- Is an effective leader in curriculum and instruction/business services
- Provides appropriate assistance to trustees and other Supervisory Officers
- Is an effective role model

Problem Solving/Planning

- Can envisage the future
- Looks for better ways to do things
- Tolerates alternatives and ambiguity
- Deals with conflict situations effectively
- Has good conceptual abilities
- Has knowledge of effective problem solving procedures
- Uses intuition and creative techniques
- Encourages collaborative decision making
- Values cooperation and initiative

Team Building/Leadership

- Is committed to make this system excellent
- Maintains a clear sense of direction
- Works to achieve a positive climate
- Exhibits behaviour consistent with goals of the organization
- Has excellent interpersonal skills
- Gains the support of staff
- Is courteous and shows concern for others
- Involves people in decisions which affect them
- Develops effective work groups
- Varies leadership style appropriately
- Delegates effectively

Criteria/Characteristics for Role of Superintendent

General Characteristics

1. Visionary leadership
2. Strategic planning
3. Effective communication
4. Strong interpersonal skills
5. Excellent organizational skills
6. High ethical standards
7. Strong financial management skills
8. Excellent problem-solving skills
9. Strong leadership skills
10. Excellent communication skills

Specific Characteristics

1. Visionary leadership
2. Strategic planning
3. Effective communication
4. Strong interpersonal skills
5. Excellent organizational skills
6. High ethical standards
7. Strong financial management skills
8. Excellent problem-solving skills
9. Strong leadership skills
10. Excellent communication skills

Key Characteristics

1. Visionary leadership
2. Strategic planning
3. Effective communication
4. Strong interpersonal skills
5. Excellent organizational skills
6. High ethical standards
7. Strong financial management skills
8. Excellent problem-solving skills
9. Strong leadership skills
10. Excellent communication skills

Management/Goal Achievement

- Is well organized
- Has a thorough knowledge of responsibilities
- Has clearly defined objectives and ways to measure results
- Communicates objectives to appropriate staff
- Monitors and achieves established objectives
- Effectively manages human, physical and financial resources
- Makes decisions and accepts responsibility for their effectiveness

People Development/Performance Review

- Establishes an effective Manager's Letter with designated staff
- Establishes and achieves a personal growth plan
- Is receptive to feedback for own growth
- Establishes high standards of performance with staff
- Maintains high standards in staff selection
- Facilitates growth opportunities for others
- Shows satisfaction with the success of others
- Guides and supports staff
- Provides feedback to staff

Communication

- Is accessible to others
- Listens actively and responds effectively
- Prepares clear, complete and concise reports
- Keeps people well informed
- Presents ideas clearly
- Makes effective presentations
- Speaks positively about the system

Introduction

The purpose of this study is to investigate the effects of various factors on the growth of a certain plant species. The study is divided into two main parts: a preliminary study and a main study. The preliminary study is designed to determine the range of conditions over which the main study will be conducted. The main study is designed to determine the effect of each factor on the growth of the plant species.

Methods

The methods used in this study are as follows: 1. Selection of plant species: A number of plant species were selected for study. 2. Selection of factors: A number of factors were selected for study. 3. Selection of conditions: A number of conditions were selected for study. 4. Selection of measurements: A number of measurements were selected for study. 5. Selection of equipment: A number of pieces of equipment were selected for study. 6. Selection of personnel: A number of personnel were selected for study.

Results

The results of the study are as follows: 1. The growth of the plant species was affected by the factors studied. 2. The growth of the plant species was affected by the conditions studied. 3. The growth of the plant species was affected by the measurements studied. 4. The growth of the plant species was affected by the equipment studied. 5. The growth of the plant species was affected by the personnel studied.

Recommendations

1. That the "Image" of the Special Services Department be adopted
2. That the role description for the Assistant Superintendent of Special Services be adopted
3. That the Board take action to post for the position of Assistant Superintendent of Special Services with interviews by the Personnel and Organization Committee and appointment by the Board to take place as soon as possible.

Recommendations

1. That the "Image" of the Service be enhanced by a study.
2. That the investigation for the Assistant Superintendent of Police be stopped.
3. That the Service be advised to look for the transfer of Assistant Superintendent of Police to the District of Columbia and the District of Columbia Police Department.



March 1, 1988

Mr. A. J. Krever
Director of Education
The Board of Education
for the City of Hamilton
Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

The Metropolitan Toronto School Board

45 York Mills Road
Willowdale, Ontario M2P 1B6
Fax: (416) 489-3111
Tel.: (416) 489-3332

C.G. Brown, B.A.
Director & Secretary-Treasurer

Dear Mr. Krever:

MAR 9 1988

Bill 70 - An Act to amend the Education Act
(Contractual Status of Continuing Education Teachers)

On February 23, 1988 The Metropolitan Toronto School Board endorsed a staff report on Bill 70 - An Act to Amend the Education Act. A copy of this report is enclosed for your information and consideration.

Please note the following motion approved by the School Board:

- a) THAT the School Board endorse the attached staff report and forward it to the Ministry of Education;
- b) THAT the Ministry of Education be informed of the School Board's position, as follows:
 - (i) Bill 70, as introduced for First Reading, or as amended by the proposed addition of ONLY subsections (4) and (5) to section 230a, is an acceptable mechanism for dealing with the contractual relationship between school boards and continuing education teachers.
 - (ii) The proposed amendments to Bill 70, consisting of subsections 230a (6) and (7):
 - (a) are antithetical to the essential purpose of the Bill;



March 1, 1968

The Minister of Education

100 Queen's Park
Toronto, Ontario
M7S 1Y8

Mr. J. E. Brown
Director of Education
The Board of Education
The City of Hamilton
Box 116
100 John Street West
Hamilton, Ontario
L8N 2A1

Dear Mr. Brown:

Re: Hamilton Board of Education
(Hamilton Board of Education)

On February 22, 1968, the Hamilton Board of Education requested a copy of the report on the 10 - 14 year old students in Hamilton. A copy of the report is enclosed for your information and consideration.

Please note the following action requested by the Board:

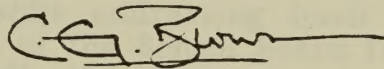
- (a) That the Board should consider the attached staff report and forward it to the Ministry of Education.
- (b) That the Ministry of Education be informed of the Board's action, as follows:
- (i) The Board, as introduced the Board's action as requested by the proposed motion of the Board (a) and (b) to request the Ministry of Education to consider the attached staff report for dealing with the contractual relationship between school boards and continuing education teachers.
- (ii) The proposed amendments to the Board's action of sub-sections (a) and (b).
- (c) are appended to the enclosed report of the Board.

ENCLOSURE

- (b) would potentially more than triple the instructional cost of offering continuing education courses and programs;
 - (c) would unnecessarily complicate collective negotiations; and
 - (d) are therefore unacceptable.
- (iii) Bill 70, as introduced for First Reading, is supported by The Metropolitan Toronto School Board, on the condition that the Government take steps to resolve the problem regarding membership of day-school teachers and continuing education teachers in the same bargaining unit.
- c) THAT the Ministry of Education consequently be requested to abandon the proposed subsections 230a (6) and (7).
 - d) THAT the position of the School Board on the proposed amendments to Bill 70 be forwarded to school boards in the province, requesting their support.
 - e) THAT this report and policy position be forwarded, for information, to:
 - (i) the area boards
 - (ii) the Ontario Public School Trustees' Association
 - (iii) the Association of Large School Boards in Ontario.

The Metropolitan Toronto School Board would appreciate your support of its position on Bill 70.

Yours very truly,



C. G. Brown
Director and Secretary-Treasurer

(c) would generally have the effect of increasing the number of persons who are eligible for admission to the institution;

(d) would generally have the effect of increasing the number of persons who are eligible for admission to the institution;

(e) would generally have the effect of increasing the number of persons who are eligible for admission to the institution.

(f) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(g) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(h) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(i) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(j) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(k) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(l) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(m) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and

(n) would generally have the effect of increasing the number of persons who are eligible for admission to the institution; and



The Metropolitan Toronto School Board

February 10, 1988

To the Chairman and Members
of the Standing Committee:

**Contractual Status of Continuing Education Teachers
Bill 70
An Act to amend the Education Act**

BACKGROUND

On October 27, 1987, the School Board took a position with respect to continuing education teachers in light of the Ottawa Board and OSSTF Supreme Court decision. On November 24, 1987, the School Board adopted a report from staff on legislative proposals designed to create a new, third form of contract for continuing education teachers. This was forwarded to the Minister of Education.

On December 15, 1987, the Minister introduced in the Legislature, for First Reading, Bill 70, An Act to amend the Education Act. It was immediately evident that the content of the Bill had been substantially revised to accommodate many of the types of concerns expressed in the School Board's submission.

On January 26, 1988, the School Board adopted a further report from staff which, while addressing itself to Bill 70, reiterated the basic position of the School Board from October 27, 1987, concerning the collective bargaining aspects of the continuing education teacher issue.

RECENT DEVELOPMENTS

Bill 70 failed to remedy the problems created by continuing education teachers and day-school teachers having membership in the same bargaining unit. The School Board in its previously adopted position suggested a means of solving this through an amendment to section 230 of the Act.

The School Board, as well as other boards and trustee associations, were nevertheless relatively pleased with the content of Bill 70, as it provided a third form of contract for continuing education teachers, while clearly defining and

limiting the categories of teacher to whom the new contract would be applicable.

The Ontario Teachers' Federation, for the very reasons that school boards were content with the Bill, found the Bill unsatisfactory. OTF consequently lobbied for changes to the Bill, and the Ministry, succumbing to the pressure, has drafted proposed amendments to Bill 70. These amendments would be introduced by the Minister when the Legislature resumes debate on the Bill, in the Spring Session.

NATURE OF THE AMENDMENTS

The proposed amendments take the form of four subsections to be added to section 5 of Bill 70 (subsections 230a (4 - 7) of the Act). Section 5 of the Bill already adds a new section 230a to the Education Act. The function of section 230a is to require that a continuing education teacher be employed on the new, third form of contract devised for that purpose. In other words, a continuing education teacher would not be eligible to be put on a "regular" probationary or permanent contract.

The additional subsections would change that substantially. In reality, two of the new subsections, (4) and (5), are innocuous, having no other effect than to confirm the status quo; i.e., the possibility of a teacher being involved in regular day classes and continuing education, with a different contractual status for each. It is subsections (6) and (7) which would create the potential harm.

ANALYSIS OF THE OFFENDING PROVISIONS

The proposed new subsection (6) and (7) would permit a teacher who is already on a permanent contract with the board, and who teaches continuing education with that same board, either full-time or part-time, to have the regular permanent contract - instead of the new "continuing education" contract - apply to the continuing education portion of his/her teaching assignment.

This does not make sense. The whole purpose of Bill 70 was to create a new form of contract which would be appropriate to the working conditions of a continuing education teacher, and to require all continuing education teachers to be employed on that new contract and not on any other.

The rationale for this was that the "regular", permanent contract is not designed for a continuing education type of assignment. The duration and scheduling of the continuing education assignment, the termination conditions, the ongoing contractual obligations and the basis of remuneration are and must be different from those which pertain to a regular

day-school teacher. This is what Bill 70 was created to accommodate, by instituting a new form of contract which meets the contractual needs of a continuing education teacher.

Now there is proposed a new provision which would have exactly the opposite effect: a continuing education teacher could be on a "regular" permanent contract after all. To have one piece of legislation (Bill 70) which simultaneously puts in place two diametrically opposed and conflicting solutions to one and the same problem, is questionable, to say the least. To create a policy and then nullify it in the same Bill leaves the proposed legislation bereft of integrity or purpose.

Subsections (6) and (7) are so worded that the continuing education teacher may be put on a permanent contract only if the board and the teacher agree. Theoretically, the board could refuse the request, and that would be the end of the matter. If this were the case, the foregoing concerns might be regarded less seriously. The reality is that it would not be that simple. Subsections (6) and (7) would create a statutory entitlement which OTF would drop with insistence on the negotiations table. One would have to be naive to think that the federations would not make it a burning issue in negotiations and that they have not already decided on strategies, pressures and sanctions to achieve their goal of seeing every continuing education teacher placed on a permanent contract.

If the whole issue concerning the status of the continuing education teacher were returned to the negotiations table, the legislation would be achieving something which, without government intervention, would probably occur in any event. This makes Bill 70, if amended as proposed, a self-contradictory Bill producing little more than the status quo.

Another serious implication in the proposed amendments to the Bill is that of cost. A continuing education teacher on a permanent contract which applies to the continuing education duties would expect the day-school salary grid to apply to the continuing education teaching assignment. If this expectation were to become a reality for all continuing education teachers, it would more than triple the salary portion of the cost of offering continuing education programs. Instructional costs of continuing education programs offered by the public boards in Metro in the calendar year 1986 amounted to \$17 million. The net effect of the Bill, if it were amended as proposed, would therefore be to exacerbate the cost impact of the Ottawa court decision.

There would also be a Bill 30 complication. The funding implications for the provincial Government, of a threefold increase in instructional cost, are clear. The Government would not be able to side-step the issue the way it did with

respect to the funding of continuing education in the early implementation phases of Bill 30. At that time, the Government initiated an interim plan of "full funding" of continuing education. A sharply escalated instructional cost factor would make a similar solution this time much less palatable to Queen's Park. Should Government funding be inadequate to meet the requirements of the amended Bill, there would be a responsibility on the part of school boards to screen course applicants with a view to charging separate school supporters or the separate school board full cost-recovery for credit and "grantable" courses.

RECOMMENDATIONS

IT IS THEREFORE RECOMMENDED:

1. THAT the School Board endorse the attached staff report and forward it to the Ministry of Education;
2. THAT the Ministry of Education be informed of the School Board's position, as follows:
 - (a) Bill 70, as introduced for First Reading, or as amended by the proposed addition of ONLY subsections (4) and (5) to section 230a, is an acceptable mechanism for dealing with the contractual relationship between school boards and continuing education teachers.
 - (b) The proposed amendments to Bill 70, consisting of subsections 230a (6) and (7):
 - (i) are antithetical to the essential purpose of the Bill;
 - (ii) would potentially more than triple the instructional cost of offering continuing education courses and programs;
 - (iii) would unnecessarily complicate collective negotiations; and
 - (iv) are therefore unacceptable.
 - (c) Bill 70, as introduced for First Reading, is supported by The Metropolitan Toronto School Board, on the condition that the Government take steps to resolve the problem regarding membership of day-school teachers and continuing education teachers in the same bargaining unit.

3. THAT the Ministry of Education consequently be requested to abandon the proposed subsections 230a (6) and (7).
4. THAT the position of the School Board on the proposed amendments to Bill 70 be forwarded to school boards in the province, requesting their support.
5. THAT this report and policy position be forwarded, for information, to:
 - (a) the area boards
 - (b) the Ontario Public School Trustees' Association
 - (c) the Association of Large School Boards in Ontario.

Respectfully Submitted,

W. T. Mitchell
Assistant Superintendent of
Educational Resources

Carole M. Olsen
Superintendent of
Educational Resources

Charles G. Brown
Director and
Secretary Treasurer

Board of Education,
Hamilton, Ontario.
1988 04 07.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following teachers be appointed to the Permanent Staff, effective as shown, with salary according to schedule:

Linda Geddes, 1988 04 21 (elementary)
Wendy Hutton, 1988 05 12 (secondary)

- (b) That the following Teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

John Bradley, 1988 03 21 to further notice (secondary)
Lynda Bucciero, 1988 04 05 to 1988 06 30 (.5) (elementary)
Donna Griffith, 1988 02 12 to 1988 03 11 (secondary)
Sherry Halla, 1988 03 21 to further notice (elementary)
Janette Heaven, 1988 04 13 to further notice (elementary)
Beverley Lasky, 1988 02 22 to 1988 06 30 (.5) (elementary)
Diane Lumsden, 1988 05 02 to 1988 06 30 (elementary)
Nancy McMullen, 1988 03 21 to further notice (elementary)
Ursula Vander Ploeg, 1988 03 24 to 1988 06 30 (elementary)
Doris Viastikopoulos, 1988 02 22 to 1988 03 21 (elementary)
Timothy Webb, 1988 02 15 to 1988 03 11 (secondary)

- (c) That the appointment of Carolyn MacCallum to the Occasional Staff, approved at the February meeting, be changed from .5 to .7, effective 1988 03 24.
- (d) That Vicki Bayne be appointed to the probationary Educational Assistant Staff, effective 1988 03 28, with salary according to schedule.
- (e) That the resignations of the following Principals, who are retiring on superannuation, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid to each:

Georgia J. Mair (elementary)
C. Benedict Pounder (secondary)
Allen A. Van Fleet (secondary)
J. Douglas Watson (secondary)

George A. Smith (Secretary)
William A. Smith (Secretary)
John A. Smith (Secretary)

George A. Smith (Secretary)
William A. Smith (Secretary)
John A. Smith (Secretary)

George A. Smith (Secretary)

RESOLUTIONS

1. That the Board of Directors be authorized to take such action as may be deemed proper in the premises.

2. That the Board of Directors be authorized to take such action as may be deemed proper in the premises.

3. That the Board of Directors be authorized to take such action as may be deemed proper in the premises.

4. That the Board of Directors be authorized to take such action as may be deemed proper in the premises.

5. That the Board of Directors be authorized to take such action as may be deemed proper in the premises.

6. That the Board of Directors be authorized to take such action as may be deemed proper in the premises.

7. That the Board of Directors be authorized to take such action as may be deemed proper in the premises.

George A. Smith (Secretary)
William A. Smith (Secretary)
John A. Smith (Secretary)

- (f) That the resignations of the following Teachers, who are retiring on superannuation, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid to each:

Orval S. Bell (secondary)
Marlene Bohn (elementary)
Patricia E. Dolan (elementary)
Mary Hamilton (secondary)
F. Brian Hickox (secondary)
Donald Jagger (elementary)
Jacobus Kooy (secondary)
Graham McCallum (secondary)
David F. Smith (secondary)
Stanley Streker (secondary)
Joyce Stewart (elementary)
June Wood (elementary)

- (g) That the resignation of Joan Brown, Teacher, who is retiring on superannuation, effective 1988 06 30, be accepted with regret. (elementary)
- (h) That the resignation of William Woodland, Principal, effective 1988 08 31, be accepted with regret. (secondary)
- (i) That the resignations of the following Teachers, effective 1988 08 31, be accepted with regret:

David Hampton (secondary)
Deborah Smith (elementary)

- (j) That the resignations of the following persons from the Educational Assistant Staff, be accepted, effective as shown:

W. Joan Altorf, 1988 06 29 (elementary)
Jessica E. Hume, 1988 03 25 (elementary)

- (k) That the following staff members be confirmed in their appointments to the following positions stated below, effective as shown:

Dennis Haynes, Assistant Department Head (Business), 1988 02 01 (secondary)
David Maddocks, Elementary Vice-Principal, 1988 04 15
John E. Ophoven, Elementary Principal, 1988 04 15
Mildred Vasilak, Head of Department (Business), 1988 02 01 (secondary)

- (l) That Roberta Agnew, Secondary School Clerical and Secretarial Staff, be assigned to the position of Administrative Assistant - Secondary Schools, (Administrative Category 17 - maximum \$33,926 per annum), on a temporary basis for one year, effective 1988 04 11, with salary according to the salary schedule.
- (m) That Marilyn Wilson, Secondary School Clerical and Secretarial Staff, be returned from a Personal Leave of Absence, effective 1988 04 04.

- 4 -

- (w) That the timetable of Sylvia Mackrory be increased from .5 to 1.0, effective 1988 04 02 to 1988 06 30. (elementary)
- (x) That the increase of Diane Parente's timetable from .5 to 1.0, approved at the November meeting, be extended to 1988 06 30. (elementary)
- (y) That the Memorandum of Agreement between The Board of Education for the City of Hamilton and O.P.E.I.U., Local 527, dated 1988 03 22, pertaining to Educational Assistants and Lunchroom Aides be approved.

Respectfully submitted,

A. J. Krever,
 Director of Education
 and Secretary.

For the purpose of this study, the following data were collected from the field work in 1965:

1. The number of birds seen in each of the 10 study areas.

2. The number of birds seen in each of the 10 study areas during the 10 study periods.

3. The number of birds seen in each of the 10 study areas during the 10 study periods.

4. The number of birds seen in each of the 10 study areas during the 10 study periods.

Summary of results:

1. The number of birds seen in each of the 10 study areas during the 10 study periods.

2. The number of birds seen in each of the 10 study areas during the 10 study periods.

MEMORANDUM OF AGREEMENT

BETWEEN:

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- and -

THE OFFICE AND PROFESSIONAL EMPLOYEES' INTERNATIONAL UNION

WHEREAS the Office and Professional Employees' International Union, Local 527, applied to the Ontario Labour Relations Board for certification of all Educational Assistants employed by the Board;

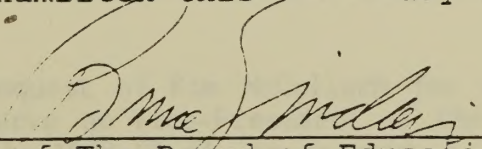
AND WHEREAS the Office and Professional Employees' International Union, Local 527, has sufficient membership support of all such Educational Assistants;

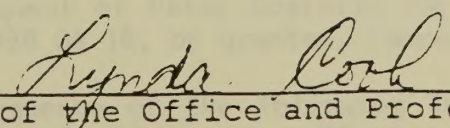
Now Therefore Witnesseth that in consideration to the terms and conditions set out herein the parties agree as follows:

1. The Board of Education for the City of Hamilton hereby voluntarily recognizes the Office and Professional Employees' International Union as exclusive bargaining agent and representative of all Educational Assistants employed by the Board of Education for the City of Hamilton. Educational Assistants shall include Lunchroom Aides. There are presently 18 Lunchroom Aides.
2. The Office and Professional Employees' International Union, Local 527, agrees that it shall act as exclusive bargaining agent and representative of all Educational Assistants employed by the Board of Education for the City of Hamilton.

Wherein the parties have hereunto set their signatures and seal.

Dated at Hamilton this 22nd day of March , 1988.


On Behalf of The Board of Education for the City of Hamilton


On Behalf of the Office and Professional Employees' International Union

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

- (z) That the following Teacher's name be added to clause (a):
- Patricia Ormerod, 1988 04 01 (secondary)
- (aa) That the following Teachers' names be added to clause (b):
- Shirley Aslanian-Schulz, 1988 05 16 to 1988 06 30 (elementary)
William Gemmell, 1988 02 11 to 1988 03 31 (elementary)
Judith Meertens, 1988 04 18 to 1988 06 30 (elementary)
- (bb) That the following Teachers' names be added to clause (f):
- Verna Neil (elementary)
Michael Starodub (secondary)
- (cc) That the resignation of Adrienne McBride, Teacher, who is retiring on superannuation, effective 1988 08 31, be accepted with regret. (elementary)
- (dd) That the following Teachers' names be added to clause (n):
- Elizabeth McQueen, 1988 05 06 (elementary)
Lillian Somerville, 1988 05 02 (elementary)
- (ee) That Kathleen Griffiths, Secondary School Clerical and Secretarial Staff, be granted a Maternal Leave of Absence, effective 1988 07 25 until 1988 11 18, in accordance with the Employment Standards Act, and to be followed by a Personal Leave of Absence, effective 1988 11 21 until 1989 02 17.
- (ff) That the following Teacher's name be added to clause (r):
- Dorothy White, 1988 09 01 to 1989 01 31 (secondary)
- (gg) That the following Teachers' names be added to clause (t):
- Brian Burditt, 1988 09 01 to 1989 08 31 (elementary)
Laurie Gregory, 1988 03 28 to 1988 08 31 (elementary)
- (hh) That the request of Gerald Price for an extension of his Leave of Absence in order to serve as President of OSSIF, District 8, effective 1988 09 01 to 1989 08 31, be granted.
- (ii) That the request of Kim McCulloch for an extension of his Leave of Absence in order to serve as Vice-President of the Provincial Executive of OSSIF, effective 1988 09 01 to 1989 08 31, be granted.
- (jj) That the request of Peter Costello for a Long Term Disability Leave of Absence, effective 1988 04 18, be granted. (secondary)
- (kk) That the requests of the following Teachers for extensions of their Long Term Disability Leaves of Absence, effective 1988 09 01, be granted:
- C. Jean Cutbill (elementary)
Norval Redpath (elementary)
Victoria Williams (elementary)

- 2 -

(11) That the following timetable changes be granted, effective as shown:

Rita Knapp, from 0.5 to 0.75, 1988 04 13 (elementary)

Noreen Sim, from 0.5 to 1.0, 1988 04 05 to further notice (elementary)

Kimberley Stewart, from 0.5 to 1.0, 1988 04 11 to 1988 06 30 (elementary)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

The Board of Education for the City of Hamilton

OFFICE OF THE
DIRECTOR OF EDUCATION AND SECRETARY



100 MAIN STREET WEST
HAMILTON, ONT.
TELEPHONE (416) 527-5092

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

1988 05 05.

TO REPRESENTATIVES AND GUESTS:

Re: Personnel and Organization Committee

Ladies and Gentlemen:

Please be advised that the May meeting of the Personnel and Organization Committee will be held on **TUESDAY, 1988 05 10 BEGINNING AT 18:15 HOURS, PRIOR TO THE MEETING OF THE OPERATIONS MANAGEMENT COMMITTEE.**

Yours truly,

A handwritten signature in cursive script, appearing to read "A. J. Krever".

A. J. Krever,
Director of Education
and Secretary.

fd

URBAN MUNICIPAL
MAY 11 1988
GOVERNMENT DOCUMENTS

A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 05 10

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached page 1 & 1-A
2. Personnel Training Report - attached pages 2 & 3

ELEMENTARY/SECONDARY

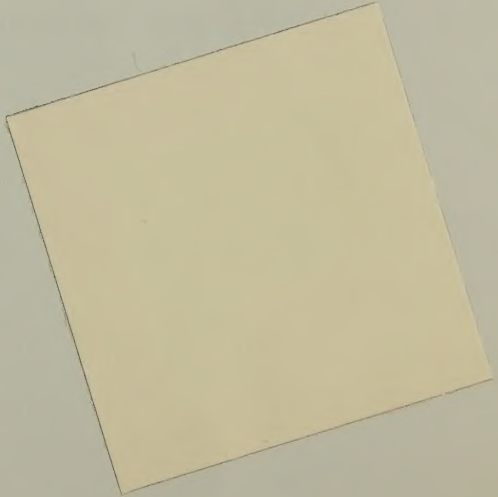
NEW BUSINESS:

1. Recommendations of the Director of Education - attached pages 4 to 6-A
2. Requests re "Four Over Five" Plan - attached page 7

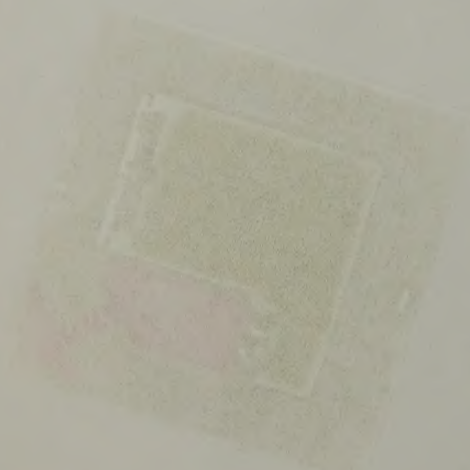
URBAN MUNICIPAL

MAY 18 1988

GOVERNMENT DOCUMENTS



THE
LIBRARY
OF THE
MUSEUM OF
ART AND
ARCHITECTURE
OF THE
UNIVERSITY OF
CHICAGO



Board of Education,
Hamilton, Ontario.
1988 05 05.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the resignation of John M. Duncan, Staff Assistant - Research Services Department, who is retiring on superannuation, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid.

(b) That the resignations of the following Cleaning Staff, for the purpose of retirement, be accepted with regret effective as shown, and that the Board's retirement gratuity be paid to each:

Regina G. Krok, 1988 09 30 (elementary)

Constance R. Mancini, 1988 12 31 (secondary)

(c) That the resignation of C. Joan Edworthy, Supervisor, Secretarial Services, be accepted with regret, effective 1988 09 02.

(d) That the resignations of the following Clerical Staff, be accepted with regret, effective as shown:

Angela Gaspari, 1988 05 02

Judith A. Taylor, 1988 04 29

(e) That Ingrid Scott be appointed to the position of Library Assistant (BLS), (Administrative Category 21 - \$30,251 maximum per annum), effective 1988 09 01, with salary according to the salary schedule.

(f) That Kathy MacDonald, Clerical Staff, be promoted to the position of Secretary, Co-operative Education, (Category C - maximum \$408.00 per week), effective 1988 05 02, with salary according to the salary schedule.

(g) That Laura Labate, Clerical Staff, be returned from a Personal Leave of Absence, effective 1988 05 09.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research.

2. The second part of the report is a detailed description of the methodology used in the study. It includes information about the sample, the data collection methods, and the statistical analysis.

3. The third part of the report is a discussion of the results of the study. It compares the findings with the previous research and discusses the implications of the study.

4. The fourth part of the report is a conclusion and a list of references. The conclusion summarizes the main findings of the study, and the references list the sources used in the research.

5. The fifth part of the report is a list of appendices. These include additional data, tables, and figures that are not included in the main text of the report.

6. The sixth part of the report is a list of footnotes. These provide additional information about the sources used in the study and the methods used.

7. The seventh part of the report is a list of acknowledgments. These thank the people who helped with the study, including the supervisor, colleagues, and friends.

8. The eighth part of the report is a list of abbreviations. These provide a key for the abbreviations used in the report.

9. The ninth part of the report is a list of symbols. These provide a key for the symbols used in the report.

10. The tenth part of the report is a list of tables. These provide a summary of the data used in the study.

11. The eleventh part of the report is a list of figures. These provide a visual representation of the data used in the study.

12. The twelfth part of the report is a list of references. These list the sources used in the study.

13. The thirteenth part of the report is a list of appendices. These include additional data, tables, and figures that are not included in the main text of the report.

14. The fourteenth part of the report is a list of footnotes. These provide additional information about the sources used in the study and the methods used.

15. The fifteenth part of the report is a list of acknowledgments. These thank the people who helped with the study, including the supervisor, colleagues, and friends.

ADDED RECOMMENDATIONS

1988 05 10

GENERAL

- (h) That the resignation of Lorraine M. Pugh, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid. (secondary)
- (i) That the resignation of Janine Malyjasiak, Cleaning Staff, be accepted with regret effective 1988 04 20. (elementary)
- (j) That the effective date of the Maternal Leave of Absence, granted at the April meeting to Barbara Murdoch, Clerical Staff, be changed to 1988 05 09.
- (k) That Joanne Kendall, Clerical Staff, be granted a Maternal Leave of Absence, effective 1988 06 20, in accordance with the Employment Standards Act.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

Board of Education,
Hamilton, Ontario,
1988 05 04.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE,
Board of Education,
Hamilton, Ontario,

Ladies and Gentlemen:

I am pleased to present the first quarterly Personnel Training Report for 1988.

Expenditures to March 31 amount to \$101,904.00 in 1988 compared to \$81,569.00 in 1987.

The approved Personnel Training budget for 1988 is \$642,698.00.

Respectfully submitted,

EH/mb
Attach.

John Penner,
Superintendent of Finance and Treasurer.

Office of Education
Washington, D.C.

TO THE CHAIRMAN AND MEMBERS
OF THE NATIONAL ACADEMY OF SCIENCES
WASHINGTON, D.C.

Dear Mr. Chairman:

I am pleased to present the report of the National Academy of Sciences

for the year 1965.

Expenditures for the year 1965 amount to \$101,554.70 in 1965

compared to \$61,554.70 in 1964.

The attached financial statement shows the details of the 1965

\$101,554.70.

Very truly yours,

Director
Department of Education

Chairman
National Academy of Sciences

PERSONNEL TRAINING

REPORT OF EXPENDITURES TO MARCH 31, 1988

	<u>BUDGET</u>	<u>EXPENDITURES</u>	<u>BALANCE</u>
010 Business Administration	\$ 48,700	\$ 6,067	\$ 42,633
011 General Administration	60,490	11,652	48,838
020 Computer Services	7,000	-	7,000
032 Instructional Supervision - Central Services (includes Subject Supervisors, Special Services, Staff Development, Area Superintendents)	508,668	82,752	425,916
034 School Services	3,500	350	3,150
039 Educational Research - Evaluation	590	145	445
044 Continuing Education - Evening and other	3,770	486	3,284
070 Physical Plant - Operation	7,250	259	6,991
075 Physical Plant - Maintenance	1,210	193	1,017
076 Transportation - Administration	610	-	610
088 Other Operating Expenditure	910	-	910
TOTAL PERSONNEL TRAINING	\$642,698	\$101,904	\$540,794

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That Gladys Elian be transferred to the Permanent Staff, effective 1988 06 01, with salary according to schedule. (elementary)
- (b) That the following Teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Martin Drobot, 1988 03 08 to 1988 06 30 (secondary)
Mary-Lou Fleming, 1988 03 28 to 1988 05 06 (elementary)
Barbara Francis, 1988 05 24 to 1988 06 30 (elementary)
Helen Hubar, 1988 04 13 to 1988 06 30 (elementary)
Edward Nickerson, 1988 04 11 to 1988 06 30 (secondary)
Ronald Vickers, 1988 03 07 to further notice (secondary)
Francesco Zavarella, 1988 04 06 to further notice (elementary)

- (c) That the appointment of Diane Lumsden to the Occasional Staff, approved at the April meeting, be rescinded. (elementary)
- (d) That Janie Johnson be appointed to the probationary Secondary School Clerical and Secretarial Staff, (Level 1 - maximum \$362.74 per week), effective 1988 04 25, with salary according to the Collective Agreement.
- (e) That the resignations of the following Teachers, who are retiring on superannuation, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid to each:

Lillian Bastarache (secondary)
Patricia Crockett (elementary)

- (f) That the resignation of Kathleen Shepherd, Elementary School Clerical and Secretarial Staff, for the purpose of retirement, be accepted with regret effective 1988 09 01, and that the Board's retirement gratuity be paid.
- (g) That the resignations of the following Teachers, effective 1988 08 31, be accepted with regret:

Rene Blanchette (elementary)
Anne Cliffe (secondary)
Josephine Fleming (elementary)
Judith Harris (elementary)

- (h) That Dave Didur be returned from Leave of Absence and assigned teaching duties, effective 1988 09 01. (secondary)
- (i) That Elizabeth Unruh be returned from Leave of Absence and assigned teaching duties, effective 1988 05 30. (secondary)

TO THE HONORABLE MEMBERS OF THE
HOUSE OF REPRESENTATIVES
AND SENATORS OF THE
LEGISLATURE OF THE STATE OF
NEW YORK

IN SENATE

REPORT

OF THE

COMMISSIONERS OF THE LAND OFFICE
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE
ON APRIL 11, 1911

ALBANY: J.B. LIPPINCOTT COMPANY, PRINTERS
1911

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1911

ALBANY: J.B. LIPPINCOTT COMPANY, PRINTERS
1911

- (j) That Susan Bouchard, Elementary School Clerical and Secretarial Staff, be returned from a Maternal Leave of Absence, effective 1988 05 10.
- (k) That the requests of the following Teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with the conditions governing Maternal Leave:

B. Jane Couper, 1988 09 01 to 1988 12 31 (secondary)
Kathleen Penny, 1988 09 01 to 1988 12 28 (elementary)
Anne Trivers, 1988 09 01 to 1988 12 28 (elementary)

- (l) That the effective dates of the Maternal Leave of Absence, followed by a Parental Leave of Absence, granted to Elizabeth Steinbock at the April meeting, be changed to 1988 04 11 to 1988 12 31.
- (m) That the Maternal Leave of Absence for Darlene MacDonald, Secondary School Clerical and Secretarial Staff, approved at the April meeting, be changed to commence 1988 04 18.
- (n) That the request of Cathy Court for a Parental Leave of Absence, effective 1988 05 18 to 1988 08 31, be granted. (elementary)
- (o) That the requests of the following Teachers for Personal Leaves of Absence, effective 1988 09 01 to 1989 08 31, be granted:

Lori Firstbrook (elementary)
Marcia J. Greenfield (elementary)
Elizabeth Rolland (secondary)
Jean Simpson (elementary)

- (p) That the requests of the following Teachers for Long Term Disability Leaves of Absence, effective as shown, be granted:

Naomi Elvins, 1988 01 18 (elementary)
Nancy Meyer, 1988 06 02 (elementary)

- (q) That Irene Eke, Elementary School Clerical and Secretarial Staff, be granted a Personal Leave of Absence, effective 1988 05 08 until 1988 08 26.
- (r) That the request of Dave Allen for an extension of his Leave of Absence in order to serve as Vice-President of O.S.S.T.F., District 8, effective 1988 09 01 to 1989 08 31 (full time), be granted.
- (s) That the request of Carl Ouellette for an extension of his Leave of Absence in order to serve as O.S.S.T.F. District Benefits Information Officer, effective 1988 09 01 to 1989 08 31 (.5), be granted.
- (t) That the requests of the following Teachers for extensions of their Leaves of Absence, effective as shown, be granted:

Rhonda Chaimovitz, 1988 09 01 to 1989 08 31 (elementary)
Patricia Force, 1988 09 01 to 1988 12 31 (elementary)
Janice A. Galivan, 1988 09 01 to 1989 08 31 (secondary)
Diane McKenzie, 1988 09 01 to 1989 08 31 (elementary)
Sharon Paterson, 1988 09 01 to 1989 08 31 (elementary)

ADDED RECOMMENDATIONS

1988 05 10

ELEMENTARY/SECONDARY

(x) That the following Teachers' names be added to clause (b):

Mary Kathryn Evans, 1988 05 02 to 1988 06 30 (elementary)
Trisha Hallford, 1988 02 29 to 1988 06 30 (elementary)
Janette Heaven, 1988 05 30 to 1988 06 03 (.5)
1988 06 06 to 1988 06 30 (.6) (elementary)
Janice MacLeod, 1988 04 07 p.m. to 1988 04 25 (1.0)
1988 04 26 to 1988 05 06 (.5)
1988 05 09 to further notice ((1.0) (elementary)
James Muckle, 1988 04 28 to 1988 06 30 (elementary)

(y) That the effective dates of the appointment of Lynn Sheddon to the Occasional Staff, approved at the February meeting, be changed to 1987 12 15 to 1988 05 02 (1.0), 1988 05 03 to 1988 06 30 (.5). (elementary)

(z) That the following Teacher's name be added to clause (g):

Biruta Kwapisinski (elementary)

(aa) That the following Teachers be appointed to the position of Acting Head of Department, effective 1988 09 01, with salaries according to schedule:

John Bald (Business Education) (secondary)
Leigh Cockburn (Visual Arts) (secondary)
Jacqueline Norris (Languages) (secondary)
Philip Scordino (Technical Education) (secondary)
Franz Weresch (Technical Education) (secondary)

(bb) That the following Teachers be appointed to the position of Acting Assistant to the Head of Department, effective 1988 09 01, with salaries according to schedule:

Elaine Crawford (Business Education) (secondary)
Robert Laidlaw (Technical Education) (secondary)
Wayne Young (Technical Education) (secondary)

(cc) That the request of Tanya Moore, Teacher, for an Adoption Leave of Absence, effective 1988 04 27 to 1988 08 31, be granted. (elementary)

(dd) That Kelly Preocanin, Secondary School Clerical and Secretarial Staff, be granted a Maternal Leave of Absence, effective 1988 10 10, in accordance with the Employment Standards Act.

(ee) That Gail Glenny-Burke, Adjustment Counsellor, be granted a Maternal Leave of Absence, effective 1988 09 06, in accordance with the Employment Standards Act.

(ff) That the request of Malcolm Buchanan for an extension of his Leave of Absence, effective 1988 09 01 to 1989 08 31, in order to serve on the O.S.S.I.F. Provincial Secretariat, be granted. (secondary)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

SECRET

1. That the following information is being furnished to you:

2. That the following information is being furnished to you:

3. That the following information is being furnished to you:

4. That the following information is being furnished to you:

5. That the following information is being furnished to you:

6. That the following information is being furnished to you:

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12. That the following information is being furnished to you:

13. That the following information is being furnished to you:

14. That the following information is being furnished to you:

15. That the following information is being furnished to you:

- 3 -

- (u) That the Personal Leave of Absence (.5) for Lise Hannon, Educational Assistant, approved at the April meeting, be changed to be effective 1988 04 11 until 1988 04 29, to be followed by a Personal Leave of Absence (full time), effective 1988 05 02 until 1988 06 29.
- (v) That the request of Carl Ouellette to relinquish his position as Acting Head of Department (Technical Studies), effective 1988 09 01, be granted.
- (w) That the timetable of Diane Zolinski, Teacher, be increased from 2/3 to 3/3 (full time Semester 2), effective 1988 02 22. (secondary)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

1. The first of these is the fact that the Commission has not yet received any information from the Government of the Republic of China (Taiwan) regarding the situation in the Republic of China (Taiwan) since the end of the Second World War. It is noted that the Government of the Republic of China (Taiwan) has not yet received any information from the Government of the Republic of China (Taiwan) regarding the situation in the Republic of China (Taiwan) since the end of the Second World War.

2. The second of these is the fact that the Commission has not yet received any information from the Government of the Republic of China (Taiwan) regarding the situation in the Republic of China (Taiwan) since the end of the Second World War. It is noted that the Government of the Republic of China (Taiwan) has not yet received any information from the Government of the Republic of China (Taiwan) regarding the situation in the Republic of China (Taiwan) since the end of the Second World War.

3. The third of these is the fact that the Commission has not yet received any information from the Government of the Republic of China (Taiwan) regarding the situation in the Republic of China (Taiwan) since the end of the Second World War. It is noted that the Government of the Republic of China (Taiwan) has not yet received any information from the Government of the Republic of China (Taiwan) regarding the situation in the Republic of China (Taiwan) since the end of the Second World War.

Respectfully submitted,

W. J. Brown,
Director of Education
and Training.

1988 05 05.

FOUR OVER FIVE PLAN

- (a) That approval be granted for the request of Robert Chapman for a Leave of Absence under the Salary Holdback Plan, ("Four Over Five"), for the second semester of the 1991-1992 school year, effective 1992 02 01 to 1992 08 31, subject to the 1987-1988 Secondary School Collective Agreement.
- (b) That approval be granted for the request of Dave Didur for a Leave of Absence under the Salary Holdback Plan ("Four Over Five"), for the second semester of the 1990-1991 school year, effective 1991 02 01 to 1991 08 31, subject to the 1987-1988 Secondary School Collective Agreement.
- (c) That approval be granted for the request of Gerri Yachetti to change the dates of her Leave of Absence under the Salary Holdback Plan ("Four Over Five"), of the 1987-1988 Secondary School Collective Agreement, from the 1988-1989 school year to the 1989-1990 school year, effective 1989 09 01 to 1990 08 31.

1988 02 02

THE FIVE FIVE

- (a) That approval be granted for the request of Robert Graham for a leave of absence from the salary schedule plan, (from 1987-1988), for the second semester of the 1987-1988 school year, effective 1987 02 01 to 1988 02 01, subject to the 1987-1988 Secondary School Collective Agreement.
- (b) That approval be granted for the request of David Smith for a leave of absence from the salary schedule plan (from 1987-1988), for the second semester of the 1987-1988 school year, effective 1987 02 01 to 1988 02 01, subject to the 1987-1988 Secondary School Collective Agreement.
- (c) That approval be granted for the request of David Smith for a leave of absence from the salary schedule plan (from 1987-1988), for the second semester of the 1987-1988 school year, effective 1987 02 01 to 1988 02 01, subject to the 1987-1988 Secondary School Collective Agreement.

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URBAN MUNICIPAL

JUN 23 1988

GOVERNMENT DOCUMENTS

A G E N D A
OF THE

PERSONNEL AND ORGANIZATION COMMITTEE

1988 06 09

Confirmation of the minutes of the last regular meeting and special meeting of 1988 05 19.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached pages 1 to 3
2. Report of the Affirmative Action Committee - attached page 4
3. July Meeting Date - attached page 5

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached pages 6 to 8

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That Ernest Salmon be appointed to the position of Manager - Caretaking Services (Administrative Category 5 - maximum \$49,500 per annum), with a one year probationary period, effective 1988 06 20, with salary according to the salary schedule.
- (b) That the following persons be appointed to the position of Secondary School Foreman (Administrative Category 14 - maximum \$35,025 per annum), with a one year probationary period, effective 1988 07 01, with salary according to the salary schedule:

Donald Grasley
James Willson

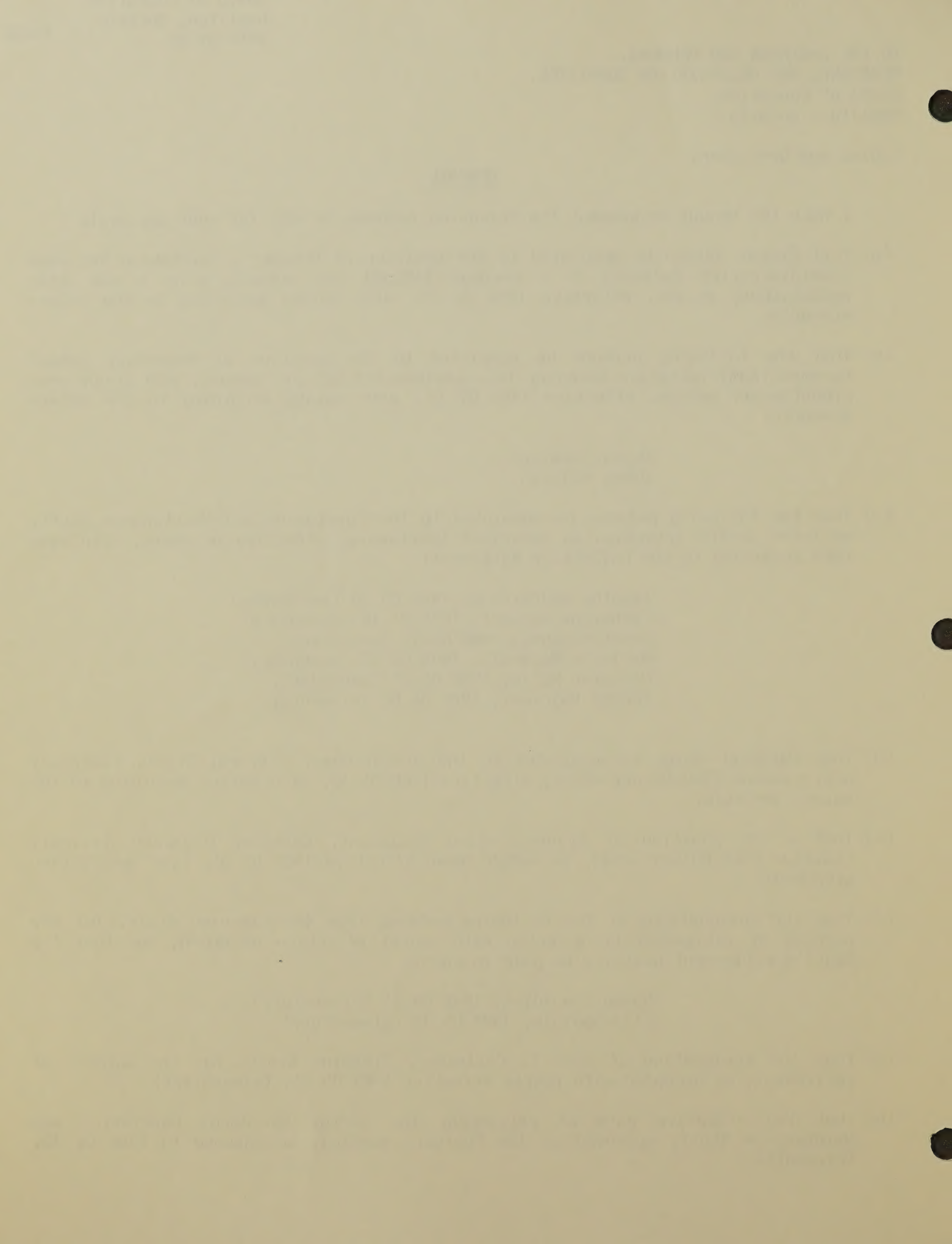
- (c) That the following persons be appointed to the Caretaking and Maintenance Staff, on three months probation as Assistant Caretakers, effective as shown, with wage rate according to the Collective Agreement:

Timothy Andreychuk, 1988 05 30 (secondary)
Catherine Bennett, 1988 05 16 (secondary)
Janet Mahoney, 1988 05 16 (secondary)
Marjorie Marshall, 1988 05 17 (secondary)
Margaret Mills, 1988 05 17 (secondary)
Thomas Wojcicki, 1988 06 06 (elementary)

- (d) That Margaret Whipp be appointed to the probationary Clerical Staff, (Category A-B, maximum \$360.00 per week), effective 1988 05 30, with salary according to the salary schedule.
- (e) That a new position of Transportation Assistant, Category D (under review), (maximum \$449.00 per week), be established effective 1988 08 01. (job description attached)
- (f) That the resignations of the following persons from the Cleaning Staff, for the purpose of retirement be accepted with regret effective as shown, and that the Board's retirement gratuity be paid to each:

Susan Shouldice, 1988 08 31 (elementary)
Ella Spolnik, 1988 05 18 (elementary)

- (g) That the resignation of Jean T. Gallacher, Cleaning Staff, for the purpose of retirement, be accepted with regret effective 1988 05 13. (elementary)
- (h) That the effective date of retirement for George Davidson, Caretaking and Maintenance Staff, approved at the February meeting, be changed to 1988 06 30. (elementary)



- 2 -

- (i) That the resignation of George A. Iamarino from the position of Programmer, Computer Services, be accepted with regret effective 1988 06 03.
- (j) That Geoffrey Maslen be confirmed in the position of Secondary School Foreman, effective 1988 06 15.
- (k) That Liette Hayman, Clerical Staff, be promoted to the position of Clerk Typist - Special Education (Category B2 - maximum \$375.00 per week), effective 1988 05 23, with salary according to the salary schedule.
- (l) That Jane Lewis, Clerical Staff, be returned from a Maternal Leave of Absence, effective 1988 06 13.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

1. The first part of the report is devoted to a general description of the project and its objectives. It also includes a brief review of the literature on the subject.

2. The second part of the report describes the methodology used in the study. This includes a detailed description of the experimental design, the subjects, the stimuli, and the data collection procedures.

3. The third part of the report presents the results of the study. This includes a description of the data, the statistical analysis, and the conclusions drawn from the results.

4. The fourth part of the report discusses the implications of the findings and suggests directions for future research.

References

1. Smith, J. (1998). The effects of stress on memory. *Journal of Experimental Psychology*, 127(1), 1-15.

2. Jones, M. (2001). The role of emotion in memory. *Psychological Review*, 108(1), 1-15.

3. Brown, A. (2003). The effects of sleep on memory. *Journal of Sleep Research*, 12(1), 1-15.

1988 05 16

JOB DESCRIPTIONTRANSPORTATION ASSISTANT
(Category D)DUTIES AND RESPONSIBILITIES

1. Act as assistant to the Supervisor of Transportation.
2. Supervise the day-to-day operation of the department.
3. Develop and maintain school bus routes.
4. Ensure the carriers meet their obligations in accordance with the regulations (periodic school checks).
5. Maintain open communication with parents, staff and carriers.
6. Follow-up on complaints, accidents and behavioural problems.
7. Arrange transportation for students with special needs, short-term disabilities, etc. and follow-up with the Medical Officer of Health.
8. Assist the Supervisor in the allocation of transportation to carriers.
9. Perform other duties as assigned.

THE 22 12

MEMORANDUM FOR THE RECORD DATE: 12/22/54

TO: THE BOARD OF DIRECTORS

FROM: THE MANAGER

SUBJECT: THE 1954-55 BUDGET

1. The Board of Directors is requested to consider the 1954-55 budget for the Department of the Interior.

2. The budget for the Department of the Interior for the year 1954-55 is \$1,000,000.00. This amount is based on the following assumptions:

3. The budget for the Department of the Interior for the year 1954-55 is based on the following assumptions:

4. The budget for the Department of the Interior for the year 1954-55 is based on the following assumptions:

5. The budget for the Department of the Interior for the year 1954-55 is based on the following assumptions:

6. The budget for the Department of the Interior for the year 1954-55 is based on the following assumptions:

7. The budget for the Department of the Interior for the year 1954-55 is based on the following assumptions:

REPORT OF THE
AFFIRMATIVE ACTION COMMITTEE

Present: Peter Kennedy (Chairman Pro Tem)
Trustees Barker and Deans.
D. Deans (O.S.S.T.F.), D. Morris (Non-Union Clerical Association),
S. Ophoven (O.P.S.T.F.).

Officials K. Rielly (Associate Director of Education),
Present: L. Sproule-Jones (Affirmative Action Co-ordinator),
L. Slade (Personnel Assistant).

The Committee recommends:

GENERAL

1. That the directions identified in the Affirmative Action Status Report for May, 1988, be endorsed, that evaluations be provided on an on-going basis, and that specific recommendations be brought forward as appropriate.

Respectfully submitted,

Peter Kennedy,
Chairman Pro Tem.

Meeting Room,
1988 05 24.

CHAPTER IV

THE HISTORY OF THE COUNTRY

The history of the country is a subject of great interest and importance. It is a subject which has attracted the attention of many writers and historians. The history of the country is a subject which has attracted the attention of many writers and historians. The history of the country is a subject which has attracted the attention of many writers and historians.

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NOTE: MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES
UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

JULY 1988

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 CANADA DAY EDUCATION CENTRE CLOSED	2
3	4	5	6	7 Development Committee	8	9
10	11	12 <u>Proposed:</u> Per. & Organ, then Operations Management.	13	14 <u>Proposed:</u> Board 20:00 h	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following Teachers be appointed to the Occasional Staff, effective as shown, with salary according to schedule:

Rebecca Beaton, 1988 05 20 to 1988 06 30 (elementary)
Cynthia De Santis, 1988 05 16 to 1988 06 30 (.5) (elementary)
Mark Ramsay, 1988 04 26 until further notice (secondary)
Joyce Timson, 1988 06 01 to 1988 06 30 (elementary)
Monica Voelkner, 1988 05 16 to 1988 06 30 (elementary)

- (b) That the appointment of Lynda Bucciero to the Occasional Staff, approved at the April meeting, be increased from .5 to 1.0, effective 1988 05 20. (elementary)

- (c) That the following Teachers be appointed to the position of Acting Head of Department, effective 1988 09 01, with salary according to schedule:

Norma Jones (Business Education)
Richard Snider (Science)
Robert Swift (Technical Education)

- (d) That the following Teachers be appointed to the position of Acting Assistant to the Head of Department, effective 1988 09 01, with salary according to schedule:

Agnese Bonin (Business Education)
Karin Eckart (Languages)
Brian Henderson (Science)

- (e) That Douglas Cihocki be confirmed in his appointment to the position of Assistant Head of Department (Mathematics), effective 1988 06 01.

- (f) That the resignations of the following Teachers who are retiring on superannuation, effective 1988 06 30, be accepted with regret, and that the Board's retirement gratuity be paid to each:

Murray Black (secondary)
Dorothy Kerr (elementary)

- (g) That the resignations of the following Teachers, effective 1988 08 31, be accepted with regret:

Carol Balint (elementary)
Carole Bellehumeur (elementary)
Alison Darling (secondary)
Patricia Green (elementary)
Denise Kneppert (elementary)
David Neil (elementary)
L. Kristin Riis (elementary)
Patricia Taffe (elementary)

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

Very truly yours,
The University of Chicago
Chicago, Illinois

I am sorry to hear that you are unable to attend the meeting of the Board of Trustees on the 15th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

Very truly yours,
The University of Chicago
Chicago, Illinois

I am sorry to hear that you are unable to attend the meeting of the Board of Trustees on the 15th inst.

Very truly yours,
The University of Chicago
Chicago, Illinois

I am sorry to hear that you are unable to attend the meeting of the Board of Trustees on the 15th inst.

I am sorry to hear that you are unable to attend the meeting of the Board of Trustees on the 15th inst.

Very truly yours,
The University of Chicago
Chicago, Illinois

I am sorry to hear that you are unable to attend the meeting of the Board of Trustees on the 15th inst.

Very truly yours,
The University of Chicago
Chicago, Illinois

- 2 -

- (h) That the following Teachers be returned from Leaves of Absence and assigned teaching duties, effective 1988 06 28:

H. Anne McFarlane (elementary)
Nancy A. Tuk (elementary)

- (i) That the resignations of the followings persons from the Secondary School Clerical and Secretarial Staff, effective as shown, be accepted with regret:

Lynda May Cook, 1988 06 04
Laura J. Labate, 1988 05 16

- (j) That the resignation of Jocelyn R. Dow-Callahan, Educational Assistant Staff, be accepted with regret effective 1988 06 30. (elementary)
- (k) That the resignation of Joan Altorf, Educational Assistant Staff, approved at the April meeting, be rescinded.
- (l) That the requests of the following Teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with the conditions governing Maternal Leave:

Karen Andreychuk, 1988 09 01 to 1988 12 28 (elementary)
Irene Dewar, 1988 08 02 to 1988 11 25 (elementary)

- (m) That Shari Gardener, Secondary School Clerical and Secretarial Staff, be granted a Maternal Leave of Absence, effective 1988 09 09, in accordance with the Employment Standards Act.
- (n) That the effective dates of B. Jane Couper's, Maternal Leave of Absence, granted at the May meeting, be changed to 1988 09 01 to 1988 12 28, to be followed by a Personal Leave of Absence to 1989 01 31. (secondary)
- (o) That the request of Tanya Moore, Teacher, for an Adoption Leave of Absence, effective 1988 04 27 to 1988 08 31, be granted. (elementary)
- (p) That the request of the following Teachers for Personal Leaves of Absence, effective as shown, be granted:

Bonnie Beaven, 1988 09 01 to 1988 08 31 (elementary)
Angela Garofalo, 1988 09 01 to 1988 12 31 (elementary)
Nancy Joudrie, 1988 09 01 to 1989 08 31 (elementary)
Leys Malpass, 1988 09 01 to 1989 08 31 (secondary)
Linda Spratt, 1988 09 01 to 1989 08 31 (elementary)

- (q) That the request of Linda Grant, Teacher, for an extension of her Leave of Absence, effective 1988 09 01 to 1989 08 31, be granted. (elementary)
- (r) That the request of Joan Brown, Teacher, for a Long Term Disability Leave of Absence, effective 1988 04 13 to 1988 06 30, be granted. (elementary)
- (s) That the request of June Outram, Teacher, for an extension of her Long Term Disability Leave of Absence, effective 1988 09 01, be granted. (elementary)

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part of the report is devoted to a detailed analysis of the economic situation.

3. The third part of the report is devoted to a detailed analysis of the social situation.

4. The fourth part of the report is devoted to a detailed analysis of the political situation.

5. The fifth part of the report is devoted to a detailed analysis of the cultural situation.

6. The sixth part of the report is devoted to a detailed analysis of the environmental situation.

7. The seventh part of the report is devoted to a detailed analysis of the international situation.

8. The eighth part of the report is devoted to a detailed analysis of the future prospects.

9. The ninth part of the report is devoted to a detailed analysis of the conclusions.

10. The tenth part of the report is devoted to a detailed analysis of the recommendations.

11. The eleventh part of the report is devoted to a detailed analysis of the annexes.

12. The twelfth part of the report is devoted to a detailed analysis of the bibliography.

13. The thirteenth part of the report is devoted to a detailed analysis of the index.

14. The fourteenth part of the report is devoted to a detailed analysis of the appendices.

15. The fifteenth part of the report is devoted to a detailed analysis of the conclusions.

16. The sixteenth part of the report is devoted to a detailed analysis of the recommendations.

- 3 -

- (t) That the request of Peter Brown for an extension of his Leave of Absence in order to serve as OPSTF Branch Affiliate President, effective 1988 09 01 to 1989 08 31 (.5), be granted.
- (u) That the request of Joan Browning for a Leave of Absence in order to serve as President of the Hamilton Teachers' Federation and the Hamilton Women Teachers' Association, effective 1988 09 01 to 1989 08 31, be granted.
- (v) That the request of Douglas Van Duzen, Teacher, for a Leave of Absence in order to serve as Economic Policy Chairman, effective 1988 09 01 to 1989 08 31, be granted. (elementary)
- (w) That the request of Donald Simpson, Teacher, for an extension of his Personal Leave of Absence, effective 1988 09 01 to 1989 08 31, be granted. (secondary)
- (x) That an exchange between Sondra Archibald (Hamilton Board) and Robert Habron (Lakehead Board) be approved for a one year period, effective 1988 09 01 to 1989 08 31, in accordance with the Board's Leadership Exchange Program.
- (y) That the request of David Donat for an extension of his loan to the Department of National Defence, effective 1989 09 01 to 1990 08 31, be granted. (secondary)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

1. The first part of the report is devoted to a description of the work done during the year. It is divided into two main sections: the first dealing with the work done in the laboratory and the second dealing with the work done in the field.

2. The second part of the report is devoted to a description of the results of the work done during the year. It is divided into two main sections: the first dealing with the results of the work done in the laboratory and the second dealing with the results of the work done in the field.

3. The third part of the report is devoted to a description of the conclusions drawn from the work done during the year. It is divided into two main sections: the first dealing with the conclusions drawn from the work done in the laboratory and the second dealing with the conclusions drawn from the work done in the field.

4. The fourth part of the report is devoted to a description of the suggestions for further work. It is divided into two main sections: the first dealing with the suggestions for further work in the laboratory and the second dealing with the suggestions for further work in the field.

5. The fifth part of the report is devoted to a description of the summary of the work done during the year. It is divided into two main sections: the first dealing with the summary of the work done in the laboratory and the second dealing with the summary of the work done in the field.

6. The sixth part of the report is devoted to a description of the references. It is divided into two main sections: the first dealing with the references in the laboratory and the second dealing with the references in the field.

7. The seventh part of the report is devoted to a description of the appendix. It is divided into two main sections: the first dealing with the appendix in the laboratory and the second dealing with the appendix in the field.

8. The eighth part of the report is devoted to a description of the index. It is divided into two main sections: the first dealing with the index in the laboratory and the second dealing with the index in the field.

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A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 07 14

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **pages 1 to 3**
2. Superintendent of Information Management Services - Role Description and Job Competencies - attached **pages 4 to 10**
3. Personnel Training Report.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **pages 11 to 15**
2. Request re "Four Over Five" Plan - attached **page 16**

URBAN MUNICIPAL.
JUL 12 1988
GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That Deborah Richards be appointed to the probationary Clerical Staff, (Category B2 - maximum \$375.00 per week), effective 1988 07 04, with salary according to schedule.
- (b) That the following persons be appointed to the Caretaking and Maintenance Staff, on three months probation, effective as shown, with wage rate according to the Collective Agreement:

David Brown, 1988 07 11 (secondary)
Raymond Henderson, 1988 07 04 (secondary)
John Lane, 1988 07 11 (secondary)
Robin Millen, 1988 07 11 (secodnary)
Joseph Pickup, 1988 06 20 (secondary)
Ronald Talbot, 1988 07 04 (secondary)
Randy Tischler, 1988 06 27 (secondary)
William Turnbull, 1988 06 20 (secondary)
Paul Wise, 1988 06 20 (secondary)

- (c) That the following persons be appointed to the probationary Cleaning Staff, effective as shown, with wage rate according to the Collective Agreement.

Mable Ethier, 1988 07 04 (elementary)
Ann Hoffman, 1988 07 11 (elementary)
Eileen Gilnear, 1988 07 04 (elementary)
Lynne Jonas, 1988 07 04 (elementary)
Wilamina McGrimmond, 1988 07 11 (secondary)
Lillian Milanovich, 1988 07 04 (elementary)
Edna Shea, 1988 07 06 (elementary)

- (d) That Edward Bohe, Administrative Staff, be employed on the casual payroll, effective 1988 07 01 until 1988 08 31, at the equivalent to his current daily rate of pay.
- (e) That the position of Project Manager, Plant Operations Department, (Administrative Category 5 - \$49,500 per annum maximum), be established, effective 1988 07 01. (Job Description attached)
- (f) That the resignation of M. Eileen Campbell, Cleaning Staff, for the purpose of retirement be accepted with regret effective 1988 06 29, and that the Board's retirement gratuity be paid. (elementary)
- (g) That the resignation of William C. Andrus, Maintenance Department, for the purpose of retirement be accepted with regret effective 1988 06 30, and that the Board's retirement gratuity be paid.
- (h) That the resignation of Linda J. McKelvie, Cleaning Staff, be accepted with regret effective 1988 06 30.(elementary)

1. The first part of the report is devoted to a general description of the project and its objectives.

2. The second part of the report is devoted to a detailed description of the methodology used in the study.

3. Results

3.1. The first part of the results section is devoted to a general description of the results obtained in the study.

3.2. The second part of the results section is devoted to a detailed description of the results obtained in the study.

3.3. The third part of the results section is devoted to a detailed description of the results obtained in the study.

3.4. The fourth part of the results section is devoted to a detailed description of the results obtained in the study.

3.5. The fifth part of the results section is devoted to a detailed description of the results obtained in the study.

3.6. The sixth part of the results section is devoted to a detailed description of the results obtained in the study.

3.7. The seventh part of the results section is devoted to a detailed description of the results obtained in the study.

3.8. The eighth part of the results section is devoted to a detailed description of the results obtained in the study.

3.9. The ninth part of the results section is devoted to a detailed description of the results obtained in the study.

3.10. The tenth part of the results section is devoted to a detailed description of the results obtained in the study.

- 2 -

- (i) That Terri Adrian, Clerical Staff, be promoted to the position of Transportation Assistant, Category D (under review), (maximum \$449.00 per week), effective 1988 08 01, with salary according to schedule.
- (j) That Michael Silbert be returned from Leave of Absence and assigned teaching duties effective 1988 09 01.
- (k) That Thea Schaeken, Administrative Staff, be returned from a Personal Leave of Absence effective 1988 09 01.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

1. The first part of the report is devoted to a general description of the project and its objectives. It also includes a brief review of the literature on the subject.

2. The second part of the report describes the methodology used in the study. This includes a detailed description of the experimental design and the data collection procedures.

3. The third part of the report presents the results of the study. This includes a detailed description of the data analysis and the statistical tests used to evaluate the hypotheses.

4. The fourth part of the report discusses the implications of the findings and provides recommendations for future research.

5. The fifth part of the report is a conclusion that summarizes the main findings of the study and provides a final assessment of the project's contribution to the field.

- I POSITION: PROJECT MANAGER
- II SUPERVISOR: SUPERINTENDENT OF PLANT
- III DEPARTMENT: PLANT
- IV BASIC JOB FUNCTION(S):

Responsible to the Superintendent for the satisfactory completion of major capital building and renovation projects, to review contract documents, inspect construction, attend job site meetings, monitor progress payments, and to assist in the design of new schools, additions, alterations and renovations.

V JOB RESPONSIBILITIES:

1. To review plans, specifications and other contract documents to ensure proper standards are met.
2. To liaise with Architects, Consultants and/or Contractors to ensure satisfactory completion of construction capital and renovation projects.
3. To set up, attend, and represent the Board's interests at job meetings as required on and off the site.
4. To develop and administrate major renovation programs including roofing, painting, window and other system wide improvements.
5. To set up and monitor progress and schedules for construction on projects and to check and review payment certificates.
6. To provide architectural design services and to co-ordinate other disciplines with respect to capital, renovation, maintenance and operational building projects.
7. To prepare reports, recommendations and estimates with respect to design and construction related aspects of school buildings.
8. To provide technical assistance with respect to preparation and completion of documentation in relation to application for Capital Grants to the Ministry of Education.
9. To provide technical assistance with respect to establishing and carrying out inspections of existing buildings and plants to determine conformance with current codes, to carry out feasibility studies and to make recommendations for corrective work where required.
10. To prepare specifications, plans and contract documents and to arrange for tendering of contracts.
11. To perform other related duties, as assigned, that are in accordance with job responsibilities or necessary departmental or Board objectives.

VI EDUCATION AND EXPERIENCE REQUIREMENTS

1. Graduate Architect licensed in the Province of Ontario and a member of the Ontario Association of Architects and thorough knowledge of Building, Fire and other applicable codes.
2. Minimum of five (5) years experience in design, construction management, including experience and co-ordination of major capital school or similar type building projects.
3. Effective written and oral communications skills and strong leadership ability.
4. In possession of and willing to use own automobile.

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INFORMATION MANAGEMENT SERVICES

The reorganization is almost complete. The Superintendencies of Schools, Curriculum and Special Services, Finance and Plant are now in place and Human Resources will be added soon. The next step is to establish the centralized mechanism which will provide the intercommunication and management of information among all departments.

- Information Management Services is the connecting link to complete our newly decentralized system, the main purpose of which is to serve schools more effectively. We must be able to link up schools with Area Offices and Central office for finance, plant, program, employee and student use.
- Information management must be a top priority. It is the key to effective decision making, planning and problem solving. It is key because system and societal changes are propelling people into new ways of working and communicating. We are not talking merely about managing hardware and software but about providing the leadership, co-ordination, and supervision of information development, management and communication.
- All elements of the system need quick access to current data in order to prepare plans, solve problems and make decisions that have quality and accuracy. Since it will be a major undertaking, we need a person at the Senior Management level to develop short and long range plans, in consultation with all Superintendents and to be responsible for the implementation and supervision of the plans. This person must also be accountable for long term financial commitments that will be necessary for this department.
- We need to be in control of the changes rather than have them dictate our direction. Our information must be connected to eliminate duplication, in terms of time, expense and human resources.
- It is therefore recommended that the Board appoint a Superintendent of Information Management Services, who as a member of the Senior Management Team, will be responsible for the planning and management of how all facets of our educational system communicate, effectively one with another.

INFORMATION MANAGEMENT SERVICES

The company is now a member of the Information Management Services (IMS) group, which is a joint venture between IBM and the British Library. The group is responsible for the development and delivery of information services to the UK government and other public sector organisations.

Information Management Services is the leading provider of information services to the UK government and other public sector organisations. The group is responsible for the development and delivery of information services to the UK government and other public sector organisations.

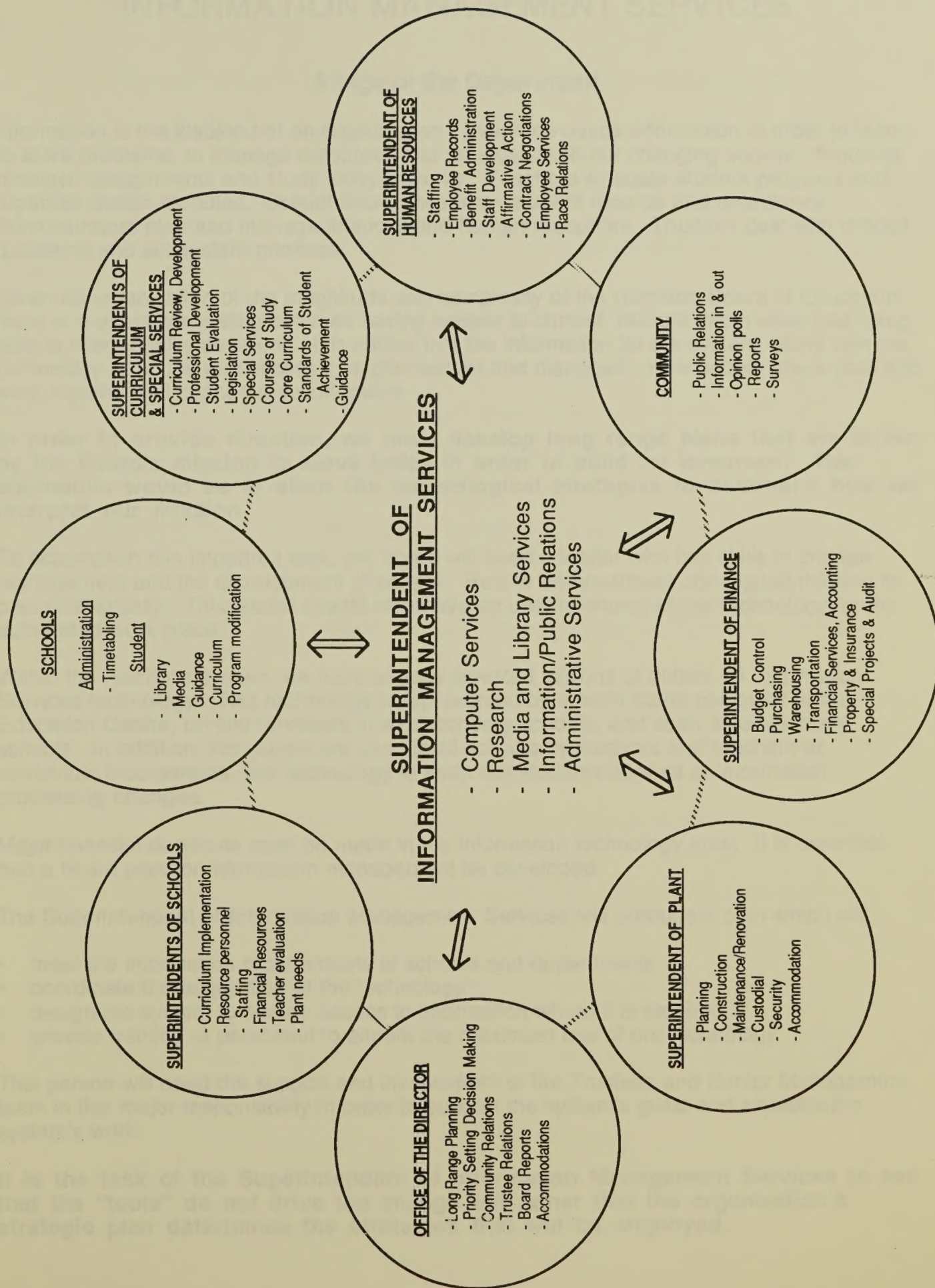
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Information Management Services in the Hamilton Board of Education





INFORMATION MANAGEMENT SERVICES

Image of the Department

Information is the lifeblood of an organization. Everyone needs information in order to learn, to solve problems, to manage resources and to understand our changing society. Students research assignments and study independently. Teachers evaluate student progress and organize lesson modules. School secretaries track student records and attendance. Administrators plan and manage financial and human resources. Trustees deal with difficult questions and set system priorities.

Given an organization of the magnitude and complexity of the Hamilton Board of Education, there is a direct correlation between having access to current, reliable information and being able to make quality decisions. It is critical that the information for the system, along with the technology to house and access it, is planned for and managed. How people share data and work together will change the work place.

In order to provide direction, we must develop long range plans that are driven by the Board's mission to serve today in order to build for tomorrow. The alternative would be to allow the technological strategies to determine how we interpret our mission.

To accomplish this important task, the Board will need a leader who has skills in change management and the development of people. He/she demonstrates conceptual thinking to plan strategically. This leader should also have an understanding of the technology for the automated work place.

Within the Hamilton system, we have already invested millions of dollars on Information Services technology. This technology is represented by a main frame computer at the Education Centre, on-line terminals in all secondary schools, and soon all elementary schools. In addition, computers are used in all schools by students and teachers as curriculum incorporates new technology to keep our students abreast of information processing changes.

Major financial decisions must be made in the information technology area. It is essential that a board plan for information management be developed.

The Superintendent of Information Management Services will produce a plan which will:

- meet the information requirements of schools and departments
- coordinate the acquisition of the technology
- design the system to ensure access to information where it is required
- provide training to personnel to ensure the maximum use of our technology

This person will need the support and involvement of the Trustees and Senior Management team in this major responsibility in order to support the system's goals and expedite the system's work.

It is the task of the Superintendent of Information Management Services to see that the "tools" do not drive the change but rather that the organization's strategic plan determines the strategies that will be employed.

INFORMATION MANAGEMENT SERVICES

Part of the Statement

Information is the key to the success of an organization. It provides the data and information needed to make decisions, to plan, to control, and to improve performance. It is the lifeblood of the organization, and it is the responsibility of management to ensure that it is available, accurate, and timely. This statement outlines the services provided by the Information Management Services Division, which is responsible for the collection, processing, and distribution of information throughout the organization.

Our primary objective is to provide a high level of service to the organization, ensuring that information is available when and where it is needed. We achieve this through a combination of efficient data collection, accurate processing, and timely distribution. Our services are designed to meet the needs of the organization, and we are committed to providing a high level of customer service.

In order to provide this service, we must ensure that our data is accurate and that our processing is efficient. We achieve this through a combination of rigorous data collection, accurate processing, and timely distribution. Our services are designed to meet the needs of the organization, and we are committed to providing a high level of customer service.

To ensure that our data is accurate, we must ensure that our data collection is rigorous. We achieve this through a combination of rigorous data collection, accurate processing, and timely distribution. Our services are designed to meet the needs of the organization, and we are committed to providing a high level of customer service.

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The Information Management Services Division is responsible for the collection, processing, and distribution of information throughout the organization.

- ensure the collection of data is accurate and complete
- ensure the data is processed accurately
- ensure the data is distributed in a timely manner
- ensure the data is available when and where it is needed

The Information Management Services Division is responsible for the collection, processing, and distribution of information throughout the organization. We are committed to providing a high level of customer service, and we are dedicated to ensuring that our data is accurate, complete, and available when and where it is needed.

It is the policy of the Information Management Services Division to ensure that our data is accurate, complete, and available when and where it is needed. We are committed to providing a high level of customer service, and we are dedicated to ensuring that our data is accurate, complete, and available when and where it is needed.

COMPETENCY MODEL

Role of Superintendent of Information Management Services

The Superintendent of Information Management Services will report to the Director and will work with Trustees, Senior Management and appropriate Central and Area personnel.

The Superintendent of Information Management Services will -

- provide the coordinating function for all communication of information within the system and to the community.
- develop a 3-year management plan for the department
- supervise and coordinate the main functions of the department.

The Superintendent of Information Management Services will work with -

- Superintendent of Finance - to develop a computerized financial management system that will allow for financial forecasting, planning, control and reporting.
- Superintendents of Finance and Schools - to develop a program for school accounting and ordering of supplies.
- Superintendents of Human Resources and Finance - to develop a computerized Employee Information system which will facilitate preparation of the staffing reports for budget and payroll purposes.
- Superintendents of Human Resources and Schools - to develop a current computerized employee information system which allows for the storage, retrieval and security of employee information as required by other departments and to prepare staffing reports
 - maintain an employee data base of special talents, education and interest in future development
 - to develop and coordinate Staff Development programs for both Central and Area employees
- Superintendents of Curriculum, Special and Educational Services and Schools - to research and develop curriculum review and development information
 - to design Courses of Study, School Calendars
 - maintain standards of student achievement information
 - administration and coordination of special services, programs and students.
- Superintendents of Plant and Schools - to develop a computerized plant management system that will allow for identifying available space, forecasting accommodation needs, building maintenance, renovation and construction planning.
 - in cooperation with Human Resources, schedules of Caretakers and Maintenance personnel

COMPETENCY MODEL

Philosophy

The primary rationale for the existence of any organization is the achievement of certain goals through the concerted action of its people.

It is our strong belief that people involved in fulfilling key roles in the reorganization will be eager to be effective in their new positions. To be successful, these individuals must clearly understand the depth and scope of their new roles. Each of these leaders need to be given the opportunity to set clear manageable objectives; to work collaboratively with others toward them; and to be provided with appropriate feedback on completion of these goals.

The attached procedure includes a well defined job description and the competencies required for each role. Criteria will be used not only for the encouragement and selection of the best people, but also for providing a framework for the meaningful evaluation of the performance of individuals selected.

We are convinced that clear job outlines and accountable procedures allow people to grow as educators and be effective as leaders.

Image of A Leader In The New Organization

The leader will have strong personal values, a belief in the worth of others and the desire to develop further the excellence of the Hamilton Public Education System.

This person will have the ability to conceptualize, problem solve creatively, visualize and develop an image of the future in collaboration with others.

He/she will possess the energy, enthusiasm and skills necessary to develop action plans which will influence others to continually work towards improving both themselves and education in the Hamilton System.

Self-confidence and the respect of others will enable the leader, using encouragement and effective performance reviews, to support others in developing their full potential.

This person will recognize and be open to the needs of our changing multi-racial, multi-ethnic, and multi-religious society.

This leader expects to make a difference and usually succeeds.

COMPETENCY MODEL

Introduction

The primary purpose of this document is to define the competency model for the organization and to provide a framework for the development of the competency model.

A competency model is a framework that defines the knowledge, skills, and abilities (KSAs) required for successful performance in a specific job or role. It is a tool that helps organizations to identify the competencies that are essential for the success of their organization and to develop a system of training and development that is based on these competencies.

The competency model is a framework that defines the knowledge, skills, and abilities (KSAs) required for successful performance in a specific job or role. It is a tool that helps organizations to identify the competencies that are essential for the success of their organization and to develop a system of training and development that is based on these competencies.

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Competency Model: The New Organization

The competency model is a framework that defines the knowledge, skills, and abilities (KSAs) required for successful performance in a specific job or role. It is a tool that helps organizations to identify the competencies that are essential for the success of their organization and to develop a system of training and development that is based on these competencies.

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Criteria/Characteristics for Role of Superintendent of Information Management Services

Personal Qualities/Relationships

- Projects a professional image
- Has a mature outlook
- Has clear educational convictions
- Is enthusiastic, positive, proactive and able to motivate staff
- Maintains integrity and honesty
- Is consistent in beliefs and values in sensitive and critical societal issues
- Is an effective leader in curriculum and instruction/business services
- Provides appropriate assistance to trustees and other Supervisory Officers
- Is an effective role model

Problem Solving/Planning

- Can envisage the future
- Looks for better ways to do things
- Tolerates alternatives and ambiguity
- Deals with conflict situations effectively
- Has good conceptual abilities
- Has knowledge of effective problem solving procedures
- Uses intuition and creative techniques
- Encourages collaborative decision making
- Values cooperation and initiative

Team Building/Leadership

- Is committed to make this system excellent
- Maintains a clear sense of direction
- Works to achieve a positive climate
- Exhibits behaviour consistent with goals of the organization
- Has excellent interpersonal skills
- Gains the support of staff
- Is courteous and shows concern for others
- Involves people in decisions which affect them
- Develops effective work groups
- Varies leadership style appropriately
- Delegates effectively

Supplemental Information for Role of Critical Characteristics

General Information

This document provides information on the role of critical characteristics in the design and development of a system. It is intended to be used as a reference for the design team and to provide a basis for the development of the system. The document is organized into three main sections: General Information, System Requirements, and System Design. The General Information section provides an overview of the system and its requirements. The System Requirements section provides a detailed description of the system requirements. The System Design section provides a detailed description of the system design.

System Requirements

The system requirements are defined as the set of conditions that must be satisfied for the system to be considered successful. These requirements are derived from the user requirements and are used to guide the design and development of the system. The system requirements are organized into three main categories: Functional Requirements, Performance Requirements, and Interface Requirements. The Functional Requirements category includes requirements for the system's functionality, such as the ability to perform specific tasks. The Performance Requirements category includes requirements for the system's performance, such as the ability to handle a large number of users. The Interface Requirements category includes requirements for the system's user interface, such as the ability to be easy to use.

System Design

The system design is defined as the set of conditions that must be satisfied for the system to be considered successful. These requirements are derived from the user requirements and are used to guide the design and development of the system. The system design is organized into three main categories: Functional Design, Performance Design, and Interface Design. The Functional Design category includes requirements for the system's functionality, such as the ability to perform specific tasks. The Performance Design category includes requirements for the system's performance, such as the ability to handle a large number of users. The Interface Design category includes requirements for the system's user interface, such as the ability to be easy to use.

Management/Goal Achievement

- Is well organized
- Has a thorough knowledge of responsibilities
- Has clearly defined objectives and ways to measure results
- Communicates objectives to appropriate staff
- Monitors and achieves established objectives
- Effectively manages human, physical and financial resources
- Makes decisions and accepts responsibility for their effectiveness

People Development/Performance Review

- Establishes an effective Manager's Letter with designated staff
- Establishes and achieves a personal growth plan
- Is receptive to feedback for own growth
- Establishes high standards of performance with staff
- Maintains high standards in staff selection
- Facilitates growth opportunities for others
- Shows satisfaction with the success of others
- Guides and supports staff
- Provides feedback to staff

Communication

- Is accessible to others
- Listens actively and responds effectively
- Prepares clear, complete and concise reports
- Keeps people well informed
- Presents ideas clearly
- Makes effective presentations
- Speaks positively about the system

Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The study is divided into two main parts: a theoretical analysis and an experimental evaluation. The theoretical analysis is based on the principles of the system and the experimental evaluation is based on the results of the experiments.

Experimental Setup

The experimental setup consists of a computer system with a processor, memory, and storage. The system is configured to run the proposed system and the results are recorded. The system is tested under various conditions and the results are compared with the theoretical analysis.

Conclusion

The results of the study show that the proposed system has a significant effect on the performance of the system. The experimental results are in good agreement with the theoretical analysis. The study is a preliminary one and further work is needed to confirm the results.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That Ian Nesbitt be appointed to the position of Acting Head of Department (Boys' Physical and Health Education, effective 1988 09 01, with salary according to schedule.
- (b) That the following Teachers be re-appointed to the Probationary Staff, effective 1988 09 01, with salaries according to schedule:

Alexandra Aziz (secondary)	Patricia Noel (secondary)
Paul Barber (Reciprocal) (elementary)	Maria Pastore (elementary)
Bruce Barrett (secondary)	Jane Pilling (secondary)
Barry Bodo (elementary)	Elaine Poot (secondary)
Katherine Dittrich (secondary)	Marylyn Richter (secondary)
Douglas Holmes (secondary)	Edith Schroedter (secondary)
Robert Kendall (secondary)	Janice Scott (secondary)
Christopher Kostur (Reciprocal) (elem)	Wendy Sherwood (secondary)
Nancy Kowalchuk (elementary)	David Waud (secondary)
John Liddell (secondary)	Nellie Wong (Reciprocal) (elem)
Karen Maerz (elementary)	Colleen Wray (secondary)
Rosemarie Mechel (secondary)	Nancy Voyer (elementary)
Richard Neufeld (secondary)	Margaret Young (secondary)

- (c) That the following Teachers be appointed to the Probationary Staff, effective 1988 09 01, with salaries according to schedule:

Marianne Bailey (elementary)	Carolyn MacCallum (.7) (elementary)
Julie Banner (elementary)	Janice MacLeod (elementary)
Rebecca Beaton (elementary)	Julie Marshman-MacCuish (elementary)
Christine Binicki (elementary)	Sharon McCarroll (.5) (elementary)
Adele Brown (elementary)	Joan McDonald (secondary)
Lynda Bucciero (elementary)	Mary Colleen McIntyre de Souza (elem)
Andre Carigan (elementary)	Michael McKague (elementary)
Pamela Carson-White (elementary)	Christine McKinty (secondary)
Susan Cassidy (secondary)	Judy Mendelson (elementary)
Susan Charuk (elementary)	James Moore (secondary)
Marjorie Cooke (elementary)	Paula Morris (elementary)
William De Mille (elementary)	Linda O'Brien (elementary)
Cynthia De Santis (elementary)	Karen Price (elementary)
Gabrielle Di Francesco (.8) (elem)	Andrea Rado (elementary)
Robert Di Francesco (elementary)	Hamid Rahmatien (elementary)
Susan Dunlop (elementary)	Maryellen Reilly (elementary)
Douglas Dunford (elementary)	Jane Robertson (elementary)
Edward Early (elementary)	Jean Robertson (elementary)
Nancy Fernihough (elementary)	Sherry Romaniw (elementary)
Susan Fisher (elementary)	Janet Ross (2/6-4/6, Sem. 1 only) (sec)
Alison Fletcher (elementary)	Stephen Sawford (secondary)
Barbara Francis (.5) (elementary)	Jean Sedmihradsky (elementary)
Nancy Gerstenberger (elementary)	Racheline Seidelman (elementary)

Lorraine Gordon (elementary)
Alice Grodecki (elementary)
Sherry Halla (elementary)
Samuel Hammond (elementary)
Julia Herron (elementary)
Francesca Hill (elementary)
Susan Hill (elementary)
Janice Hogeveen (elementary)
Helen Hubar (elementary)
Marilyn Ialungo (elementary)
Miriam Janssen (elementary)
Teresa Katerberg (elementary)
Joyce Laidlaw (elementary)
Maria Pilar Lanillos (elementary)
Florence Lewis (elementary)
Mary-Ann Lindsay (elementary)
Diane Lumsden (.5) (elementary)

Lynn Sheddon (elementary)
Lucy Shipman (3/6-FT Sem. 1 only) (sec)
Brenda Sinclair (.5) (elementary)
Gerald Smink (3/6-FT Sem. 1 only) (sec)
Cynthia Smith (elementary)
Suzanne Solnik (elementary)
Hollis Stephen (elementary)
Roy Vallinga (elementary)
Doris Viastikopoulos (elementary)
Monika Voelkner (elementary)
Melda Wales (elementary)
Brian Ward (elementary)
Suzanne Ward (elementary)
Michael Wilmot (elementary)
J. Paul Wilson (secondary)
Paul Woods (secondary)
Carol Zapotchny (elementary)

- (d) That the following Teachers be transferred to the Permanent Staff, effective 1988 09 01, with salaries according to schedule:

Brenda Agostini (elementary)
Virginia Allegra-Disanza (elementary)
Gale Bale (secondary)
Mary Barton (elementary)
Sandra Bowman (secondary)
Joanne Bennett (elementary)
Lenore Besman (elementary)
Penny Binns (elementary)
Marcia Brazel (elementary)
Helen Brown (elementary)
Lynda Burgess (elementary)
Margaret Butler (elementary)
Elisa Cesa (elementary)
Lynda Chittley (elementary)
Lisa Clarke (elementary)
Rene Contant (elementary)
Lucy Cook (elementary)
Ann Cucuz (elementary)
Adrienne Devins (elementary)
Sharon Dobbie (elementary)
Jane Edworthy (elementary)
Catherine Elms (secondary)
David Fawcett (elementary)
Beth Fitzgerald (elementary)
Gylaine Fortin (elementary)
Gail Frost (elementary)
Manon Gaulin (elementary)
Lynn Gillie (elementary)
Patricia Gionet (secondary)
Monique Giroux (elementary)
Marie Golba (elementary)
Sandra Gray (elementary)
Joanne Green (elementary)
Yvonne Guest (elementary)
Patricia Heeley (elementary)

Conrad Lemelin (elementary)
Angela Leone-Camilleri (elementary)
Susan Little (secondary)
Anne Lord (elementary)
Helen MacFarlane (elementary)
Michael MacNeil (elementary)
Toni Major (elementary)
Gale Male (elementary)
A. Joan Matzel (elementary)
Robert McDermott (elementary)
Jody McGuffin (elementary)
Carma McKay (elementary)
Zina Miller (secondary)
Carol Palombella (elementary)
Tiziana Penny (elementary)
Gisele Portelance (elementary)
Louise Quinn (elementary)
Ingvar Rammo (elementary)
Deanna Richardson (secondary)
Cynthia Robinson (elementary)
Lynn Rossini (elementary)
Marcia Rottman (elementary)
Karen St. Jean (elementary)
Katherine Saunders (elementary)
John Sharp (secondary)
Linda Sixsmith (elementary)
Carla Small (elementary)
Susann Speakman-Carlash (secondary)
Steve Staios (elementary)
Martin Strobl (secondary)
Pamela Swietek (elementary)
Mary Tassej (elementary)
Lynda Temple (elementary)
Anne Trivers (elementary)
Marilyn Vanderdussen (elementary)

Kevin Heer (elementary)
 Gayle Heywood (elementary)
 Brenda Holt (secondary)
 Lynn Howarth-McCue (elementary)
 Dean Huyck (secondary)
 Joan Jahn (elementary)
 Wayne Jessop (elementary)
 Kevin Jones (elementary)
 Dale Judd (elementary)

Therese Van Der Spuy (elementary)
 Ann Wilihura (elementary)
 Denise Warrick (elementary)
 Sharon Watson (elementary)
 Brenda Wisborg (secondary)
 Robert Young (secondary)
 Lindsey Zablocki (elementary)
 Laura Zaffiro (secondary)

- (e) That the following Teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Robert Forshaw, 1988 04 19 to 1988 06 03 (secondary)
 Patricia Jessop, 1988 05 09 to 1988 06 24 (elementary)
 Christine Johnson, 1988 05 25 to 1988 06 29 (elementary)
 Olga Ward, 1988 05 24 to 1988 06 29 (secondary)

- (f) That secretarial staffing for Vocational Secondary Schools be increased by 1.8 full-time equivalent positions, effective 1988 09 01.
- (g) That Ingrid Maraj be appointed to the position of School Social Worker - B.S.W. Level, with a one year probationary period, effective 1988 09 01, with salary according to schedule. (elementary)
- (h) That Kathy Faulknor be appointed to the probationary Elementary School Clerical and Secretarial Staff (Category B2 - maximum \$375.00 per week), effective 1988 08 29, with salary according to schedule.
- (i) That Ann Walsh be appointed to the probationary Educational Assistant Staff, effective 1988 06 13, with salary according to schedule. (elementary)
- (j) That Patti Shapton be appointed to the position of Community School Worker (Continuing Education), (maximum \$34,000 per annum), with a one year probationary period, effective 1988 09 01, with salary according to schedule. (elementary)
- (k) That the requests of the following Teachers for a Release of Contract, effective 1988 08 31, be accepted with regret:

Bonnie Beaven (elementary)
 Monique Bourdeau (elementary)
 Stephen Morris (elementary)
 Henry Waszczuk (secondary)
 Gail Williams (secondary)

- (l) That the resignation of Agnes Turbitt, Educational Assistant, for the purpose of retirement, be accepted with regret effective 1988 06 29, and that the Board's retirement gratuity be paid. (elementary)
- (m) That the resignations of the following persons from the Educational Assistant Staff, be accepted with regret effective as shown:

Barbara I. Korosi, 1988 06 30 (elementary)
 Anne W. Pittis, 1988 06 30 (elementary)

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- (n) That the resignation of Barbara I. Spiak-Nutter, Community School Leader, be accepted with regret effective 1988 08 19. (elementary)
- (o) That the following Teachers be returned from Leave of Absence and assigned teaching duties, effective 1988 09 01:

Marilyn Albracht (.5)(elementary)
Jane Arthrell (.4) (elementary)
Patricia Baulcomb (.5) (elementary)
Barbara Bentham (.5) (elementary)
Patricia Bromwich (.5) (elementary)
Mavis Brown (elementary)
Gordon Carruth (secondary)
Patricia Carruth (secondary)
Catherine Court (.5) (elementary)
Valerie Crouse (secondary)
Doreen Dick (elementary)
Helen Donahoe (.5) (elementary)
Barbara Dowlam (.5) (elementary)
Elizabeth Durritt (elementary)
Shawn Duthie (.5) (elementary)
Heather Germain (.5) (elementary)
Alyson Gibson (elementary)
Laurie Gregory (.2) (elementary)

Andrea Kamermans (.5) (elementary)
Pamela Kovacek (.5) (elementary)
Judy Lampman (.2) (elementary)
Wendy Macintosh (.2) (elementary)
Tanya Moore (.5) (elementary)
Barbara Ormond (.666) (secondary)
Frances Pacey (elementary)
Katherine Pelletier (.3) (elementary)
Catherine Reid (.5) (elementary)
Karen Searles (elementary)
Gordon Stevens (secondary)
Mary Jane Stevens (elementary)
Linda Stirling (elementary)
Pamela Swietek (elementary)
tine Tartaglia (elementary)
Harry Traini (secondary)
Gloria Woodruff (.5) (elementary)

- (p) That the requests of the following Teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with the conditions governing Maternal Leave:

Rhonda Amey, 1988 10 31 to 1989 02 24 (elementary)
Diane Parente, 1988 09 01 to 1988 12 28 (elementary)

- (q) That the request of Barbara Plunkett, Teacher, for a Maternal Leave of Absence, be granted in accordance with the conditions governing Maternal Leave, and that this Leave of Absence be followed by a Leave for Parental Reasons, effective 1988 10 03 to 1989 03 17. (elementary)
- (r) That Patricia Stones, Secondary School Clerical and Secretarial Staff, be granted a Maternal Leave of Absence, effective 1988 06 16, in accordance with the Employment Standards Act.
- (s) That Joan Wright, Educational Assistant, be granted a Personal Leave of Absence, effective 1988 09 19 until 1988 11 30. (elementary)
- (t) That the effective dates of Angela Garofalo's Personal Leave of Absence, approved at the June meeting, be changed to 1988 09 12 to 1988 12 30. (elementary)
- (u) That the effective dates of Felicia McIntosh's Maternal Leave of Absence, approved at the March meeting, be changed to 1988 09 12 to 1989 01 06. (elementary)
- (v) That the request of Bonnie Beaven for a Personal Leave of Absence, approved at the June meeting, be rescinded. (elementary)
- (w) That the requests of the following Teachers for an extension of their Long Term Disability Leaves of Absence, effective 1988 09 01, be granted:
Margaret Ainsworth (elementary)
Mary Law (elementary)

- 5 -

- (x) That the request of the Federation of Women Teachers' Associations of Ontario for the secondment of Alyth Mutart, effective 1988 09 01 to 1989 08 31, be granted. (elementary)
- (y) That the request of Mel Laforme, Teacher, for a Leave of Absence with pay, effective 1988 09 06 to 1988 10 03 inclusive, be granted. (secondary)
- (z) That the request of Tamur Pesoton to relinquish his position as Assistant Head of Department (Languages), effective 1988 09 01, be granted.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

"FOUR OVER FIVE" PLAN

- (a) That approval be granted for the request of John C. Kirkland for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") for the 1992-1993 school year, effective 1992 09 01 to 1993 08 31, subject to the 1988-89 Secondary School Collective Agreement.

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A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 09 08

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Superintendent of Information Management Services - Job Description (referred to T.M.T. from July meeting - 1988 07 14).

NEW BUSINESS:

1. Recommendations of the Director of Education - page 1.
2. Pay Equity Update - pages 2-3.
3. Travel Allowance - pages 4-8.
4. Employee Benefits, Carrier - pages 9-12.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - pages 13-15.
2. Request to Withdraw from "Four Over Five" - Sheila MacLeod - page 16.

URBAN MUNICIPAL

SEP 6 1988

GOVERNMENT DOCUMENTS

Board of Education,
Hamilton, Ontario.
1988 09 01.

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE.
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That the resignation of Elizabeth Hutchison, Cleaner, for purposes of retirement, be accepted, with regret, effective 1988 09 07 and that the Board's retirement gratuity be paid.
- (b) That Jennifer Holmes be confirmed in the position of Speech and Language Pathologist effective 1988 08 04.
- (c) That Monica Knott be confirmed in the position of Speech and Language Pathologist effective 1988 09 01.
- (d) That Kenneth Honybun be confirmed in the position of Staff Assistant, Engineering (Mechanical), effective 1988 07 06.
- (e) We regret to announce the death of Thomas Drysdale, former Caretaker of Hampton Heights School.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

State of Illinois
County of Cook
City of Chicago

IN SENATE
JANUARY 10, 1906
REPORT OF THE
COMMISSIONER OF THE
LAND OFFICE

CHAS. H. HARRIS, COMMISSIONER

TABLE OF CONTENTS

- A. Report of the Commissioner of the Land Office for the year ending December 31, 1905.
- (1) The report of the Commissioner of the Land Office for the year ending December 31, 1905, is divided into two parts: the first part contains a general statement of the condition of the land office at the beginning and at the end of the year, and the second part contains a detailed statement of the work done during the year.
- (2) The report of the Commissioner of the Land Office for the year ending December 31, 1905, is divided into two parts: the first part contains a general statement of the condition of the land office at the beginning and at the end of the year, and the second part contains a detailed statement of the work done during the year.
- (3) The report of the Commissioner of the Land Office for the year ending December 31, 1905, is divided into two parts: the first part contains a general statement of the condition of the land office at the beginning and at the end of the year, and the second part contains a detailed statement of the work done during the year.
- (4) The report of the Commissioner of the Land Office for the year ending December 31, 1905, is divided into two parts: the first part contains a general statement of the condition of the land office at the beginning and at the end of the year, and the second part contains a detailed statement of the work done during the year.
- (5) The report of the Commissioner of the Land Office for the year ending December 31, 1905, is divided into two parts: the first part contains a general statement of the condition of the land office at the beginning and at the end of the year, and the second part contains a detailed statement of the work done during the year.

CHAS. H. HARRIS, COMMISSIONER
JANUARY 10, 1906
REPORT OF THE
COMMISSIONER OF THE
LAND OFFICE

Board of Education
HAMILTON, Ontario
1988 08 25

TO THE CHAIRMAN AND MEMBERS,
PERSONNEL AND ORGANIZATION COMMITTEE
BOARD OF EDUCATION
HAMILTON, ONTARIO

Ladies and Gentlemen:

Re: Pay Equity/Job Evaluation Project

This is a report on the progress of the Pay Equity and Job Evaluation Project.

Data Collection

The data collection phase is finished and the job evaluation phase is near completion. By December we will have sufficient material from Touche Ross consultants to report the preliminary results to the Board.

All Non-Union Clerical, Administrative and O.P.E.I.U. (secretarial and Educational Assistants) employees have completed a comprehensive Position Description Questionnaire. Most employees were then interviewed by a Job Writer who summarized the data and made a presentation to a Job Evaluation Committee comprised of representatives from employee groups and management.

Expenditures

The following figures represent the expenditures as of August 1988:

PHASE	AMOUNT BUDGETED	AMOUNT SPENT
I Project Planning and Orientation	\$ 6,000	\$ 6,030
II Develop Job Evaluation System	4,000	4,925
III Data Collection and Job Analysis	7,500	7,248
IV Job Evaluation	30,000	27,500
V Strategic Committee Work/Union Consultation	10,000	
VI Final Report and Posting Plan	7,500	
VII Training, Communication, Follow-up	5,000	

The evaluation process affecting approximately 1,000 positions has been more time consuming and demanding than originally expected. We have been in contact with other Boards who have done considerable job evaluation work under pay equity. The results at these Boards have led us to progress cautiously to give careful scrutiny to each position so that appeals will be minimized. We have about fifty jobs left to be presented and evaluated by committees.

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10/10/10
10/10/10

IN THE DISTRICT COURT OF THE UNITED STATES FOR THE DISTRICT OF COLUMBIA
IN RE: THE ESTATE OF JAMES EARL RAY, JR.
Case No. 10-10-10
Filed 10/10/10

James E. Ray, Jr.

THE ESTATE OF JAMES EARL RAY, JR.

This is a report on the assets of the Estate of James Earl Ray, Jr.

Assets

The assets of the Estate of James Earl Ray, Jr. are as follows:

1. Cash on hand and in banks: \$10,000.00
2. Real estate: \$50,000.00
3. Personal property: \$10,000.00
4. Other assets: \$10,000.00

Liabilities

The liabilities of the Estate of James Earl Ray, Jr. are as follows:

Assets	Liabilities
1. Cash on hand and in banks: \$10,000.00	1. Creditors: \$10,000.00
2. Real estate: \$50,000.00	2. Mortgages: \$50,000.00
3. Personal property: \$10,000.00	3. Other liabilities: \$10,000.00
4. Other assets: \$10,000.00	4. Total: \$10,000.00

The assets of the Estate of James Earl Ray, Jr. are as follows:

The Pay Equity Project has involved thirty employees from across the system working on a part time basis who will be valuable resource people during the implementation and maintenance stages.

CUPE Local 1344

The Pay Equity staff will begin to gather job data from caretaking and maintenance employees in September under a different evaluation plan.

Other Employee Groups

Discussions on a Pay Equity plan must also be held with the new OSSTF Bargaining Unit representing twenty-eight Educational Workers. It is our understanding that provincial discussions may be held with the Teachers' Federations as to how the pay equity legislation may affect teachers.

Pay Adjustments

The Pay Equity Commission has started to issue guidelines to interpret the Act. There remains, however, many important questions to be addressed by the Commission.

The Commission appeal process will not start for any Non-Union employees until January 1990. Commencing January 1990, every female employee eligible to receive a pay adjustment under Pay Equity is entitled to receive a salary increase with the greatest increases going to the lowest paid female workers first. Should pay adjustments not start in January 1990 due to appeals, retroactive pay adjustments are required.

Pay adjustments must be negotiated with the unions separately from normal contract bargaining.

Beginning in January 1990, one percent of the Board's previous year total payroll must be paid out as adjustments each year until pay equity is achieved (no later than 1995). The Board may wish to commence allocating funds for Pay Equity as part of the 1989 Budget process.

Female employees will generally benefit under the legislation and "red circling" or the freezing of some salaries may be necessary.

The implementation of Job Evaluation and Pay Equity will have major implications for the organization. It will impact on salary costs, employee relations, union negotiations, employees' attitudes, self esteem, and the Board's traditional way of valuing and classifying jobs.

The Board's Pay Equity staff will continue to keep the Personnel and Organization Committee informed on the progress of the Project.

Respectfully submitted,

Bruce Sinclair,
Manager,
Personnel and Employee Relations.

The first thing I noticed when I stepped out of the plane was a sense of freedom. The air was fresh and the sun was shining. I had been waiting for this moment for so long.

THE JOURNEY

The first flight was a bit of a blur. I was so excited that I didn't even notice the turbulence. I was just happy to be on my way.

THE FIRST STOP

When we landed, I was greeted by a friendly smile. The first stop was a small town. I had heard it was beautiful, and it was. The people were so nice, and the scenery was just what I needed.

THE ADVENTURE

The first adventure was a hike. I had heard it was a great one, and it was. The views were amazing, and the people were so friendly. I was in luck.

The second adventure was a boat ride. I had heard it was a great one, and it was. The views were amazing, and the people were so friendly. I was in luck.

The third adventure was a hike. I had heard it was a great one, and it was. The views were amazing, and the people were so friendly. I was in luck.

The fourth adventure was a boat ride. I had heard it was a great one, and it was. The views were amazing, and the people were so friendly. I was in luck.

The fifth adventure was a hike. I had heard it was a great one, and it was. The views were amazing, and the people were so friendly. I was in luck.

The sixth adventure was a boat ride. I had heard it was a great one, and it was. The views were amazing, and the people were so friendly. I was in luck.

The seventh adventure was a hike. I had heard it was a great one, and it was. The views were amazing, and the people were so friendly. I was in luck.

THE EIGHTH ADVENTURE

THE NINTH ADVENTURE

THE TENTH ADVENTURE

Board of Education,
HAMILTON, Ontario.
1988 09 01.

To The Chairman and Members,
Personnel and Organization Committee,
Board of Education,
HAMILTON, Ontario.

Ladies and Gentlemen:

Car Allowance Schedule - September, 1988

1. The Transportation Index (Consumer Price Index 1981 = 100) has increase approximately 4% based on the average transportation costs during the 1987-88 school year (141.9) compared to the 1986-87 school year (136.4).
2. The Canadian Automobile Association has reported that for 1988, the average cost of operating an intermediate size automobile is estimated to be:

37.5 cents per mile -- based on 15,000 miles
of driving (23.3 cents per km)

50.5 cents per mile -- based on 10,000 miles
of driving (31.4 cents per km)

-- this covers the variable costs for gasoline, maintenance, tires, and the fixed costs for registration, licence fees, insurance and depreciation.

<u>Operating Costs</u>	<u>Average Per Kilometer</u>
Gasoline and Oil	5.27 cents
Maintenance	1.28 cents
Tires	<u>.60 cents</u>
Total	<u><u>7.15 cents</u></u>
<u>Fixed Costs</u>	<u>Annual Costs</u>
\$100 Ded. Comprehensive, \$250 Ded. Collision, \$500.00 Inclusive Third Party Liability	\$ 690.00 (total insurance cost)
Snow Tires	51.00
License and Registration	79.00
Depreciation	2,322.00
Finance Expense (13.5% interest 20% down payment, four year loan)	<u>742.00</u>
Total	<u><u>\$3,884.00</u></u>

(or \$10.64 per day)

3. Comparative Mileage Allowances:

Hamilton Board of Education	34 cents per mile (21.1 cents per km)
Hamilton-Wentworth R.C.S.S.B	39 cents per mile (24 cents per km)
City of Hamilton	37 cents per mile (23 cents per km)
Hamilton-Wentworth Region	37 cents per mile (23 cents per km)
Halton Board of Education	39 cents per mile (24 cents per km)
Wentworth County Board of Education	34 cents per mile (21 cents per km)

4. In recognition of these higher costs the enclosed adjustment (approximately 4.9%) to the Board's travel allowance schedule is recommended, effective 1988 09 01.

Respectfully submitted,

Keith Rielly,
Director of Education and Secretary.

/tlc

1. Introduction

The purpose of this study is to

investigate the effects of

the proposed system on

the overall performance of

the system under test.

The results of the study

will be presented in the

following sections.

The study is organized as

follows: Section 2

describes the system

under investigation.

Section 3 presents the methodology used in the study, and Section 4 discusses the results of the study. Section 5 concludes the study and provides recommendations for future work.

The study is organized as follows:

2. System Description

2.1

TRAVEL ALLOWANCES

	September, 1987	Proposed September, 1988
Supervisory Foremen	\$1,550	\$1,626
Maintenance Foremen	1,550	1,626
Supervisor of Maintenance	1,550	1,626
Manager - Caretaking Services	1,349	1,415
Consultants - Adjustment Services	1,235	1,296
Social Worker - Alternative Education	1,235	1,235
Adjustment Counsellor	1,235	1,296
Co-Ordinator - Special Education	1,235	1,296
Consultant - Special Education	1,235	1,296
Chief Psychologist	1,235	1,296
Consultant - Psychological Services	1,235	1,296
Director of Education and Secretary	1,156	1,213
Consultant - Co-Op Education	1,062	1,114
Assistant Superintendents	1,062	1,114
Co-Ordinators	1,062	1,114
Superintendents	1,062	1,114
Associate Director of Education	1,062	1,114
Area Supervisors	947	1,114
Principal of Continuing Education		1,114
Staff Assistants, Buildings	947	993
Special Assignment Teacher		993
Programme Leader/Staff Development	947	993
Consultants (full-time)	947	993
Itinerant Teachers - Speech, Homebound	947	993
Communication Resource Teacher	947	993
Teacher - Limited Vision	947	993
Gifted Learning Resource Teachers	947	993
Speech Language Pathologist	947	993
Outdoor Education Resource Teacher	947	993
Sports Convenor	947	993

	September, 1987	Proposed September, 1988
Administrative Assistants to the Director and Superintendents	\$ 832	\$ 873
Co-Ordinator, Occupational Health and Safety	832	873
Manager - Engineering & Maintenance	832	873
Information Officer	832	873
Community Facilities Liaison Teacher (half-time)	745	782
Technical Assistant - Audio Visual	718	753
Counsellors - Vocational	689	723
Work Experience Programme	689	723
Administrative Assistants, 2 schools	633	664
Audio Visual Technician	633	664
Internal Auditor	633	664
Controller	574	603
Manager, Property and Insurance	574	603
Manager, Financial Services	574	603
Manager, Special Projects and Audit	574	603
Teachers, 2 or 3 moves per day	517	542
Systems Supervisor	488	512
Manager of Computer and Technical Services	488	512
Manager, Personnel and Employee Relations	488	512
Accounting Supervisor	488	512
Research Supervisor	488	512
Budget Manager	488	512
Social Worker, Compensatory Education	460	483
Consultants - Part-Time	460	483
Principals of Two Schools	460	483
Office Assistant, Computer Education	460	483
Assistant Sports Convenor	460	483
Educational Assistants - Speech Aides	460	483
Teachers, 1 move per day	372	390
Principal's Assistants and Teachers in more than one school	372	390

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	September, 1987	Proposed September, 1988
English as a Second Language	\$ 372	\$ 390
School Secretaries, 2 schools	344	361
Educational Assistants, 2 schools	344	361
Science Technician	344	361
Staff Members using cars on Board Business	34 cents per mile	37 cents per mile

2. To examine economic by consolidating coverage with one carrier.
3. To establish provincial guidelines with respect to the tendering of employee benefit plans. (provincial guidelines require tendering every five years).

Prior to releasing the tender specifications, representatives from the Human Resources Department and E. G. Brown Associates met with representatives of employee groups to discuss the tender.

Seventeen companies received the tender specifications. Out of the seventeen companies 10 declined to quote. The primary reason for their inability to quote was that they were unable to offer a more attractive package than the current arrangements. Seven companies submitted quotes on the business. Out of these seven companies, four companies have placed restrictions on current plan design and would be excluded from consideration.

The Board's present carriers are in an accumulated deficit position of \$274,093 on the life insurance, dental plan and extended health. In the event of contract termination, the accumulated deficits are the responsibility of the current carriers.

The Board's present carriers are:

1. Ontario Blue Cross - Semi-Private Hospital Care,
Extended Health (Non-Working)
2. Mutual Life - Extended Health (Working)
3. Canada Life - Dental and Group Life Insurance
(all groups)

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Board of Education,
HAMILTON, Ontario.
1988 09 01.

To The Chairman and Members,
Personnel and Organization Committee,
Board of Education,
HAMILTON, Ontario.

Ladies and Gentlemen:

In July, 1988, Kenneth G. Brown Associates, Benefit Consultants for the Board, undertook a market survey of the benefit plans for hospital, medical, dental, and group life insurance for teaching and non-teaching personnel.

The purpose of the tender was to:

1. Examine the competitiveness of the current carriers and examine alternatives.
2. To examine economies by consolidating coverage with one carrier.
3. To satisfy provincial guidelines with respect to the tendering of employee benefit plans. (provincial guidelines require tendering every five years).

Prior to releasing the tender specifications, representatives from the Human Resources Department and K. G. Brown Associates met with representatives of employee groups to discuss the tender.

Seventeen companies received the tender specifications. Out of the seventeen companies 10 declined to quote. The primary reason for their inability to quote was that they were unable to offer a more attractive package than the current arrangements. Seven companies submitted quotes on the business. Out of these seven companies, four companies have placed restrictions on current plan designs and would be excluded from consideration.

The Board's present carriers are in an accumulated deficit position of \$273,095 on the life insurance, dental plan and extended health. In the event of contract termination, the accumulated deficits are the responsibility of the current carriers.

The Board's present carriers are:

1. Ontario Blue Cross - Semi-Private Hospital Care;
Extended Health (Non-Teaching)
2. Mutual Life - Extended Health (Teaching)
3. Canada Life - Dental and Group Life Insurance
(all groups)

Based on the tender for the Hospital, Medical, Dental and Group Life Insurance benefits, the lowest cost basis for all Plans is offered by Sun Life Assurance Company, at approximately \$2,580,000 (based on the five year averages). Canada Life and Mutual Life are slightly higher at \$2,616,000 and \$2,637,000 respectively; however, they have not duplicated the current Plan designs.

Based on their analysis, Kenneth G. Brown Associates is recommending that Sun Life Assurance Company be selected as the underwriters of the hospital, medical, dental and group life insurance plans for the following reasons:

- a) Current and proposed benefit levels have been duplicated.
- b) Retention charges (costs of operating the Plans in addition to the paid claims) are the lowest, approximately \$94,000 per year less than the current arrangements. (see attached)
- c) Sun Life is one of the largest Canadian underwriters of employee benefit plans and it would be able to provide the Board and its employees with superior service.

Recommendation

That effective 1988 11 01, Sun Life Assurance Company be the new carrier for the Board's hospital, medical, dental and group life insurance plans for both teaching and non-teaching personnel.

Respectfully submitted,

Keith A. Rielly,
Director of Education and Secretary.

/tlc

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CARRIERS RECEIVING TENDER SPECIFICATIONSCompanies Who Declined
To Quote

Aetna Canada
 The Great-West Life Assurance Company
 The Laurentian/Imperial Company
 London Life Insurance Company
 Manufacturees Life Insurance Company
 Mutual Of Omaha Insurance Company
 North American Life Assurance Company
 Ontario Teachers' Insurance Company
 The Prudential Insurance Company of America
 Standard Life/Alliance Mutual Services

Companies Who
Submitted A Quote

The Canada Life Assurance
 Confederation Life Insurance Company
 Green Shield Prepaid Services Inc.
 Metropolitan Life Insurance Company
 The Mutual Life Assurance Company of Canada
 Ontario Blue Cross
 Sun Life Assurance Company of America

UNITED STATES DEPARTMENT OF AGRICULTURE

Division of Plant Industry
Washington, D. C.

Division of Plant Industry
Washington, D. C.

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SUMMARY OF RETENTION COMPARISON FOR ALL PLANSLIFE INSURANCE, HOSPITAL, MEDICAL AND DENTAL(5 YEAR AVERAGES)

	<u>Sun Life</u>	<u>Canada Life</u>	<u>Mutual Life</u>	<u>Confederation Life</u>	<u>Metropolitan Life</u>	<u>Current</u>
1. Annual Cash Flow	\$2,924,407	\$2,938,363	\$2,946,211	\$2,904,754	\$2,932,372	\$3,069,071
2. Total Claims Charges	2,435,822	2,434,637	2,462,491	2,465,434	2,490,287	2,461,952
3. Total Retention	144,045	181,799	174,157	184,222	207,847	211,838
Total Charges	<u>\$2,579,867</u>	<u>\$2,616,436</u>	<u>\$2,636,648</u>	<u>\$2,649,656</u>	<u>\$2,698,134</u>	<u>\$2,673,790</u>

To The Chairman and Members,
Personnel & Organization Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Paul Clarke, 1988 09 06 to further notice (secondary)
Patrick Debbeche, 1988 09 12 to 1988 12 16 (elementary)
Christine Fotheringham, 1988 09 06 to further notice (.5) (elementary)
Beverly Krueger, 1988 09 06 to further notice (elementary)
Jennifer MacLean, 1988 09 06 to further notice (secondary)
Patti Martindale, 1988 09 08 to 1988 10 07 (.2) (elementary)
Dale Obermeyer, 1988 09 07 to 1988 12 16 (elementary)
George Simpson, 1988 09 06 to 1988 10 03 (secondary)
Joyce Timson, 1988 09 12 to 1989 01 06 (elementary)
David Van Torre, 1988 09 12 to further notice (secondary)
Gail Williams, 1988 09 12 to 1989 01 06 (.5) (elementary)
Adatia Zaitoon, 1988 09 06 to further notice (secondary)

- (b) That the effective dates of the appointment of Joyce Laidlaw to the Occasional Staff, approved at the February 1988 Meeting, be changed to 1988 01 28 to 1988 06 30. (elementary)
- (c) That the resignation of Peter Costello who is retiring on Superannuation Disability Pension, effective 1988 04 18, be accepted with regret and that the Board's retirement gratuity be paid. (secondary)
- (d) That the request of Elizabeth Rolland to relinquish her position as Assistant Head of Department (English), effective 1988 09 01 to 1989 08 31, be approved. (secondary)
- (e) That Timothy Kaye be confirmed in the position of School Social Worker effective 1988 09 01. (elementary)
- (f) That Vince Martorelli be confirmed in the position of School Social Worker, effective 1988 09 01. (elementary)
- (g) That Patricia Bourque be confirmed in the position of School Social Worker, effective 1988 09 01. (elementary)

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LIST OF NAMES

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The following is a list of the names of the persons who have been named in the following list of names:

(h) That the request of Elizabeth Rolland for a Personal Leave of Absence, effective 1988 09 01 to 1989 08 31, approved at the May 1988 Meeting, be rescinded.(secondary)

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Joyce Baker, 1988 10 03 to 1989 01 27 (elementary)
Lisa Clarke, 1988 09 19 to 1989 01 13 (elementary)
Laurie Firlit, 1989 01 02 to 1989 04 28 (elementary)

(j) That the requests of the following teachers for Maternal Leaves of Absence, be granted in accordance with conditions governing Maternal Leaves and that these Leaves of Absence be followed by Leaves of Absence for Parental Reasons, effective as shown:

Susan Gadsby-Prest, 1988 09 01 to 1989 08 31 (elementary)
Diane Ridos, 1988 10 07 to 1989 08 31 (elementary)

(k) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Elaine Chrystman, 1988 09 01 to 1988 10 31 (elementary)
Wendy Giesbrecht, 1988 09 01 to 1988 11 30 (elementary)
John McKnight, 1988 09 01 to 1989 08 31 (secondary)
Janice Park, 1988 09 01 to 1989 08 31 (elementary)

(l) That the request of Blake Galloway for an extension of his Long Term Disability Leave of Absence, effective 1988 09 01, be granted.
(elementary)

(m) That the timetables of the following teachers be increased, as shown, effective 1988 09 01:

Rosemary Almas, from .5 to 1.0 (elementary)
Suzanne Artt, from .5 to .7 (elementary)
Christine Beckett, from .7 to 1.0 (elementary)
Sharon Beesley, from .5 to 1.0 (elementary)
Joanne Bennett, from .5 to 1.0 (elementary)
Lenore Besman, from .9 to 1.0 (elementary)
Nancy Brink, from .5 to .9 (elementary)
Helen Cambridge, from .5 to .9 (elementary)
Nancy Carter, from .5 to 1.0 (elementary)
Lydia Cartlidge, from .7 to 1.0 (elementary)
Kathie Comeau, from .5 to 1.0 (elementary)
Lucy Cook, from .5 to 1.0 (elementary)
Melanie Cooper, from .5 to 1.0 (elementary)
Gail Frost, from .5 to 1.0 (elementary)
Laurie Gregory, from .2 to .3 (elementary)

1. The first part of the report is devoted to a description of the work done during the year 1955. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

2. The second part of the report is devoted to a description of the work done during the year 1956. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

3. The third part of the report is devoted to a description of the work done during the year 1957. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

4. The fourth part of the report is devoted to a description of the work done during the year 1958. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

5. The fifth part of the report is devoted to a description of the work done during the year 1959. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

6. The sixth part of the report is devoted to a description of the work done during the year 1960. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

7. The seventh part of the report is devoted to a description of the work done during the year 1961. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

8. The eighth part of the report is devoted to a description of the work done during the year 1962. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

9. The ninth part of the report is devoted to a description of the work done during the year 1963. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

10. The tenth part of the report is devoted to a description of the work done during the year 1964. It is divided into two main sections: a) the work done in the field, and b) the work done in the laboratory.

Marie Marskell, from .5 to 1.0 (elementary)
Elizabeth Matthews, from .6 to .8 (elementary)
Patricia McNally, from .5 to 1.0 (elementary)
Marucia Montgomery, from .5 to 1.0 (elementary)
Paula Newcombe, from .5 to 1.0 (elementary)
Arlene Outlaw, from .5 to .7 (elementary)
Darlene Pryde, from .5 to 1.0 (elementary)
Bonnie Quinn, from .667 to 1.0 (secondary)
Sheila Radigan, from .5 to 1.0 (elementary)
Jane Ruttan, from .5 to 1.0 (elementary)
Pauline Sandys, from .6 to .8 (elementary)
Linda Shultz, from .5 to 1.0 (elementary)
Joanne Smees, from .5 to 1.0 (elementary)
Marion Smith, from .5 to 1.0 (elementary)
Patricia Smith, from .5 to 1.0 (elementary)
Leda Guidotto, from .5 to .7 (elementary)
Judy Haskell, from .5 to 1.0 (elementary)
Nancy Jones, from .8 to 1.0 (elementary)
Diana Kidd, from .9 to 1.0 (elementary)
Ellen Knapp, from .6 to 1.0 (elementary)
Jessie LaCombe, from .5 to 1.0 (elementary)
Louise Lefevre-Brejak, from .5 to 1.0 (elementary)
Lois Tymochuk, from .5 to 1.0 (elementary)
Carrie Tyrosvoutis, from .5 to 1.0 (elementary)
Marilyn Vanderdussen, from .5 to 1.0 (elementary)
June Vansickle, from .5 to 1.0 (elementary)
Kenneth Ward, from .8 to 1.0 (elementary)

- (m) That the timetables of the following teachers be decreased as shown, effective 1988 09 01:

Joyce Baker, from 1.0 to .5 (elementary)
Juliana Balogh, from 1.0 to .5 (elementary)
Barbara Bentham, from 1.0 to .5 (elementary)
Patricia Bromwich, from 1.0 to .5 (elementary)
Lin Cooper, from 1.0 to .8 (elementary)
Norma Dreossi, from 1.0 to .667 (secondary)
Marguerite Larmond, from 1.0 to .5 (FT - Sem. 1) (secondary)
Marion Liscombe, from 1.0 to .5 (elementary)
Karon McLeod, from 1.0 to .5 (FT - Sem. 2) (secondary)
Lynda Norsworthy, from 1.0 to .5 (elementary)
Carol Pyke, from 1.0 to .5 (elementary)
Katherine Scarth, from .667 to .5 (FT - Sem. 1) (secondary)
Eleanor Shugan, from 1.0 to .5 (elementary)
Heather Simpson, from .6 to .5 (elementary)
Diane Zolinski, from .667 to .5 (FT - Sem. 1) (secondary)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

REQUEST TO WITHDRAW FROM "FOUR OVER FIVE" PLAN

- (a) That the Board rescind the leave of absence granted to Sheila MacLeod for the first semester of the 1990-1991 school year, effective 1990 09 01 to 1991 01 31, and approve her request to withdraw from the Salary Holdback Plan ("Four Over Five").

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A G E N D A

PERSONNEL & ORGANIZATION COMMITTEE

1988 10 13

Confirmation of the minutes of the last regular & special meetings of 1988 09 01 and 1988 09 15.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Superintendent of Information Management Services - Job Description - **pages 1-11.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 12.**
2. Pay Equity - Update - **page 13.**
3. Benefit Improvements - Clerical and Secretarial Staff -
(Education Centre, Elementary and Vocational Secondary Schools.) **pages 14-16.**
4. Personnel Training Report.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 17-19.**
2. Requests re: "Four Over Five" - Cheryle M. Brown
George Martin Dyck | **page 20.**
Peppy Tew.

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Education Centre,
100 Main Street West,
Hamilton, Ontario.
1988 10 06

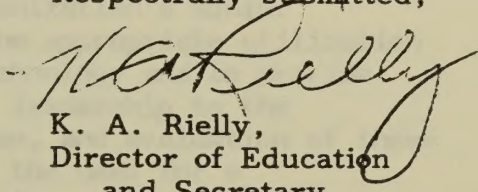
To the Chairman and Members,
Personnel and Organization Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

At the July meeting of the Personnel and Organization Committee, trustees requested that officials provide more information with respect to "a more concise job description of the Superintendent of Information Services to include duties and qualifications".

The attached material has been developed to elaborate on the information requested by trustees to better inform them of the nature and scope of this department and the supervisory personnel needed.

Respectfully submitted,


K. A. Rielly,
Director of Education
and Secretary.

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To the Honorable and Right Honorable
Members of the Senate
Washington, D.C.

Dear Senators:

I am very pleased to have the opportunity to present to you this report on the progress of the work of the Commission on the Organization of the Executive Branch of the Government during the past year. The Commission has been very fortunate to have had the cooperation and assistance of many of you in the past year, and I am sure that you will find this report to be a valuable contribution to the work of the Commission.

The Commission has been very busy in the past year, and I am sure that you will find this report to be a valuable contribution to the work of the Commission. I am sure that you will find this report to be a valuable contribution to the work of the Commission.

Sincerely,
John F. Kennedy

John F. Kennedy
President of the United States

John F. Kennedy
President of the United States

INFORMATION MANAGEMENT SERVICES

The reorganization is almost complete. The Superintendencies of Schools, Curriculum and Special Services, Finance, Plant and Human Resources are now in place. The next step is to establish the centralized mechanism which will provide the intercommunication and management of information among all departments that will carry us into the 1990's.

Current experience with other organizations has shown that the single greatest generic force for organizational change in the past two decades has been the deployment of information systems technology. Without question there are enormous potential benefits to be derived in terms of productivity and service excellence.

However, the negative impacts experienced by many organizations from the inappropriate selection and management of this new technology have yielded the following consequences:

- . After an enormous expenditure the new technology is used fundamentally like a "jumped-up" typewriter. That is, the way the work is done doesn't fundamentally change; except that the manual procedure becomes mechanized while the potential to do new things is not properly exploited.
- . An unprecedented level of organizational chaos may ensue which is sufficient to adversely affect service levels, quality and staff morale, the result being a drop in productivity;
- . The impact that a badly designed or carelessly implemented new application has, is to actually hinder or prevent information management;
- . With no coordinated corporate level management and strategy, financial resources are pulled in many directions and therefore, there is often duplication and/or the automation of the status quo.

Organizations can pass through this juncture. In evaluating successful implementation and management of this kind of change, one criteria for success has influenced the outcome more than anything else:

the necessity for the organization's senior management to determine the appropriate utilization of information systems technology and to provide strategic and operational leadership to the development, implementation, and evaluation of these systems. In other words, the need for a technological strategy at the corporate level.

The University of Chicago is a private, non-profit institution of higher learning. It is a member of the Association of American Universities and is affiliated with the National Academy of Sciences. The University is located in Chicago, Illinois, and is one of the leading research universities in the world. It is known for its commitment to academic excellence and its diverse student body.

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- 2 -

1.2 The Challenge for Trustees and Board Management

The technological trends and their implications present a major challenge to four groups of managers: the Director and the Superintendents, the Trustees, and the department managers, and the Manager of Information Management Services.

For the everyday user of the Board's information systems, the computer workstation will be more and more multi-functional providing eventually a 'seamless environment' where she/he will move easily and efficiently between programs and information stored locally or on the central computer.

Already, the three worlds of data processing, office systems, and telecommunications are being integrated into a common environment.

Department managers and supervisors will need to stand back to address what the department does (in support of the full board mission), so that the potential of technology to improve dramatically both production and service delivery is maximized.

The demand for information will increase as well, to the point where staff will only be able to handle requests if excellent technological information systems are in place; and they will only be in place tomorrow if the planning begins today.

Local computing will be enhanced by centrally managed information systems such as the Human Resources and the Financial Information Systems. Questions of control, security, access, sharing and confidentiality as well as the centralization/decentralization issues will need to be addressed and adjusted by senior Board management.

An additional issue for our Board is the responsibility for ensuring that the use of technology in the classroom is supported by, and compatible with administrative technology systems.

The extent and the pace of the change in both educational computing and office technology systems make it imperative for our Board to maintain a proactive and meaningful model for technology and information management.

Most boards and businesses are now in Stage Two of the evolution of technology where there is continued growth and development centrally, locally, and in the classroom. This is happening without senior management yet taking control of information management planning. As a result, Boards such as ours need an information and technology strategy to make sure that the spending of funds is coordinated and that the technology supports and is driven by Board goals.

1.3 A model for Determining a Technological Strategy

The determination of a technological strategy is not an event but an evolutionary process, in that as the organization becomes more sophisticated technologically it finds itself at the next level of the strategy.

1.1 The Importance of the Environment and Society

The environment is a complex system that interacts with society in many ways. It provides the natural resources that we need to survive and thrive. At the same time, human activities can have a significant impact on the environment, leading to pollution, climate change, and other environmental problems. Understanding the relationship between the environment and society is essential for developing sustainable solutions to these problems.

One of the most important aspects of the environment-society relationship is the issue of resource management. Natural resources such as water, land, and minerals are finite, and their use must be managed carefully to ensure that they are available for future generations. This requires a balance between economic development and environmental protection.

Another key area of concern is the impact of human activities on the environment. Industrialization and urbanization have led to a significant increase in pollution and resource consumption. This has resulted in a range of environmental problems, including air and water pollution, deforestation, and climate change. Addressing these issues requires a combination of government regulation, technological innovation, and individual action.

Finally, the environment-society relationship is also shaped by cultural and social factors. Different societies have different attitudes towards the environment, and these attitudes can influence the way that resources are managed and environmental problems are addressed.

In conclusion, the environment and society are deeply interconnected, and understanding this relationship is crucial for addressing the environmental challenges of the future. By working together, we can develop sustainable solutions that protect the environment and improve the quality of life for all.

One of the most important aspects of the environment-society relationship is the issue of resource management. Natural resources such as water, land, and minerals are finite, and their use must be managed carefully to ensure that they are available for future generations. This requires a balance between economic development and environmental protection.

1.2 A Model for Understanding the Environment-Society Relationship

The environment-society relationship is a complex system that can be understood through a model that takes into account the interactions between the environment, society, and the economy. This model is based on the idea that the environment, society, and the economy are all interconnected and influence each other in various ways.

- 3 -

Determination of the technological strategy involves a review of the following:

- a review of the departments and the board's strategic plans. The issue here is the ability to determine at a strategic level the enterprise requirements for information;
- defining the roles and responsibilities for the central Information Services group in terms of the above;
- defining the roles and responsibilities of departmental and local school management re decentralized control of aspects of Information Systems Management.

An important first step towards an information management strategy is assessing the users' needs for information management and how these needs can be satisfied from both a technological perspective, and a support and service perspective.

The assumptions behind this include:

- . the process of arriving at a technological strategy must generate understanding and commitment from key users;
- . the new technological strategy must support the organizational goals and priorities at both the full Board and Departmental levels;
- . the strategy must address **technological** issues of centralization and decentralization and **organizational** issues such as how the new strategy will be managed, by whom, and how it will continue to evolve.

A strategy for information technology in our Board must support the overall Board mission of delivering excellent programs to students, and at the same time, address current administrative priorities.

In order to manage and to exploit the strategic opportunities for future education offered by the new information technologies, it is essential that senior management, including the director, superintendents and trustees, work collaboratively to:

- . view the new technology as a necessary part of their educational thinking and planning;
- . examine how their decision-making processes can be enhanced by the use of information technology;
- . examine the cross-functional organizational utilization of the technology;
- . plan for the technology to integrate the administrative and academic functions so all systems are directed towards the ultimate Board mission of excellence in educational delivery at the classroom level; and
- . consider the planning and production processes required to get the best out of the technology in a coordinated and fiscally responsible way.

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There are two ways in which a board can improve its delivery of educational programs to students. One, is to improve the use of the technology in classrooms so that a board is offering appropriate education for citizens of the twenty-first century. The second is to improve key internal operations, thereby improving services and cost effectiveness in meeting the first priority.

In short, senior management should work to create an environment where information technology is considered an essential strategic tool and vehicle for achieving organizational goals. They need to work together to better understand the uses and the potential of information technology.

Though each board's moves with respect to information technology will be different depending on their particular culture, priorities and structures, the appointment of a Superintendent of Information Management Services working with the senior management team, and reporting at a high level in the Board, is an important step towards developing a board strategy for the technology.

2. Role of the Superintendent of Information Management Services

The distinctive competence of the Superintendent of Information Management Services will be the ability to integrate and synthesize strategies and knowhow, and to generate interest in three areas:

- the general management and organizational sphere;
- the specific business of the department; and
- information systems technology.

The incumbent must be able to communicate a sense of opportunities available to the senior management team and to the departments in creatively and effectively utilizing new technologies; and to facilitate the development and management of appropriate plans.

The goal is to create technological momentum to make departmental technology strategy and systems structure materialize.

Specifically, the Superintendent of Information Management Services would be accountable for:

- . defining the Board's information organization and developing with senior management, a technological strategy, so that senior management and departmental plans could be made in the context of the future technological environment, and so that both the academic and the administrative systems would work together towards the Board's overall mission of excellent education in the classroom;
- . determining what information needs to remain locally or departmentally focused, and what needs to be linked to the Board as a whole (i.e., the school based budgeting process);
- . developing and maintaining Board operating procedures, both academic and administrative, in a comprehensive and accessible format;
- . determining how computer support - including training - will be provided, and by whom;

There are two main reasons for this. First, the information is often incomplete or outdated. Second, the information is often not relevant to the current situation. Therefore, it is necessary to have a system that can provide accurate and up-to-date information.

The system should be able to provide information in a clear and concise manner. It should also be able to provide information in a way that is easy to understand. This is important because the information is often used by people who are not experts in the field.

The system should also be able to provide information in a way that is easy to use. This is important because the information is often used by people who are not experts in the field. The system should be able to provide information in a way that is easy to use and understand.

2. The Importance of Information Management Systems

The importance of information management systems is often overlooked. However, it is a critical part of any organization's success. It allows organizations to store, retrieve, and manage their information in a way that is efficient and effective.

- The system should be able to provide information in a clear and concise manner.
- The system should be able to provide information in a way that is easy to understand.
- The system should be able to provide information in a way that is easy to use.

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- 5 -

- . determining the amount of coordination and Board policy necessary re: information processing equipment, software, and programming;
- . ensuring system confidentiality, security and appropriate access to information;
- . advising the Director, the Trustees and the senior management team on the directions and potential of technological developments and their implications to system goals. This person would be a critical source of information for the superintendents of each Board department;
- . developing a tele-communications system for the Board;
- . establishing a mechanism for the approval of departmental proposals/requests;
- . establishing coordinating mechanisms such as regular meetings for local information processing personnel;
- . reviewing local or departmental plans and budgets for information processing tools or workstations so that they address the overall Board technological strategy.

Within the Information Management Services department,

- . working with his/her management team in the management of technological change. She/he will become the catalyst for shifting from planning technology projects to formulating strategies which will bring about organizational change;
- . coordinating and supporting the central computer services group within their role of providing professional development;
- . ensuring consistency in staff performance evaluation;
- . ensuring that whatever departmental systems are put into place can be effectively supported. The Superintendent would negotiate with the central operations group for technical advice and support in terms of ensuring that there is sufficient documentation, and that there are sufficient controls such as back-up and second site storage.

- 6 -

QUALIFICATIONS OF THE SUPERINTENDENT OF INFORMATION MANAGEMENT SERVICES

To accomplish the above design and management of an effective, efficient and flexible technological strategy, the incumbent to this position should have the following qualifications:

- . a broad understanding and working knowledge of information technology, from mainframe to micro: where it is going, how it is being used in other organizations (especially other Boards), and what the potential is within each department;
- . an appreciation and understanding of the educational environment and of educational goals;
- . a vision of the future with regards to the evolution of technology, and its application to an educational setting;
- . appreciation and understanding of the school/community and the school board/ministry relationship;
- . demonstrated skill in organizational change and development; change management and staff development and training;
- . ability to conceptualize (analyze and synthesize), especially with respect to the future;
- . a demonstrated facility for working with groups to help them achieve their goals (e.g., working with department managers to design information systems that support their administrative responsibilities and are compatible with the Board mission and technological strategy).

Proposed Mandate

To accomplish the above, the first major task for the Board would be to oversee a survey of the organization's technological status and needs. Then, working with the senior management team, the new Superintendent would use this in-depth needs assessment to prepare a three year plan for the implementation and utilization of information technology in the Hamilton Board.

THE HISTORY OF THE UNITED STATES OF AMERICA

In 1776, the year of the American Revolution, the United States was a young nation, struggling for independence from British rule. The war was fought on many fronts, and the outcome was uncertain.

A series of events led to the outbreak of the war. The British had been in North America for over a century, and their policies had caused growing resentment among the colonists. The war began in 1775, and the colonists fought for their freedom.

The war was a long and difficult struggle. The British had a powerful navy, but the colonists had the advantage of fighting on their own soil. The war ended in 1781, with the British surrendering at Yorktown.

The result of the war was the birth of a new nation. The United States was no longer a colony, but an independent country. The war had been a great victory for the colonists.

The new nation was founded on the principles of liberty and justice for all. The Constitution was written in 1787, and it has since become the foundation of the United States.

The United States has since grown into a great power. It has fought many wars, and it has made many contributions to the world. The United States is a land of opportunity and hope.

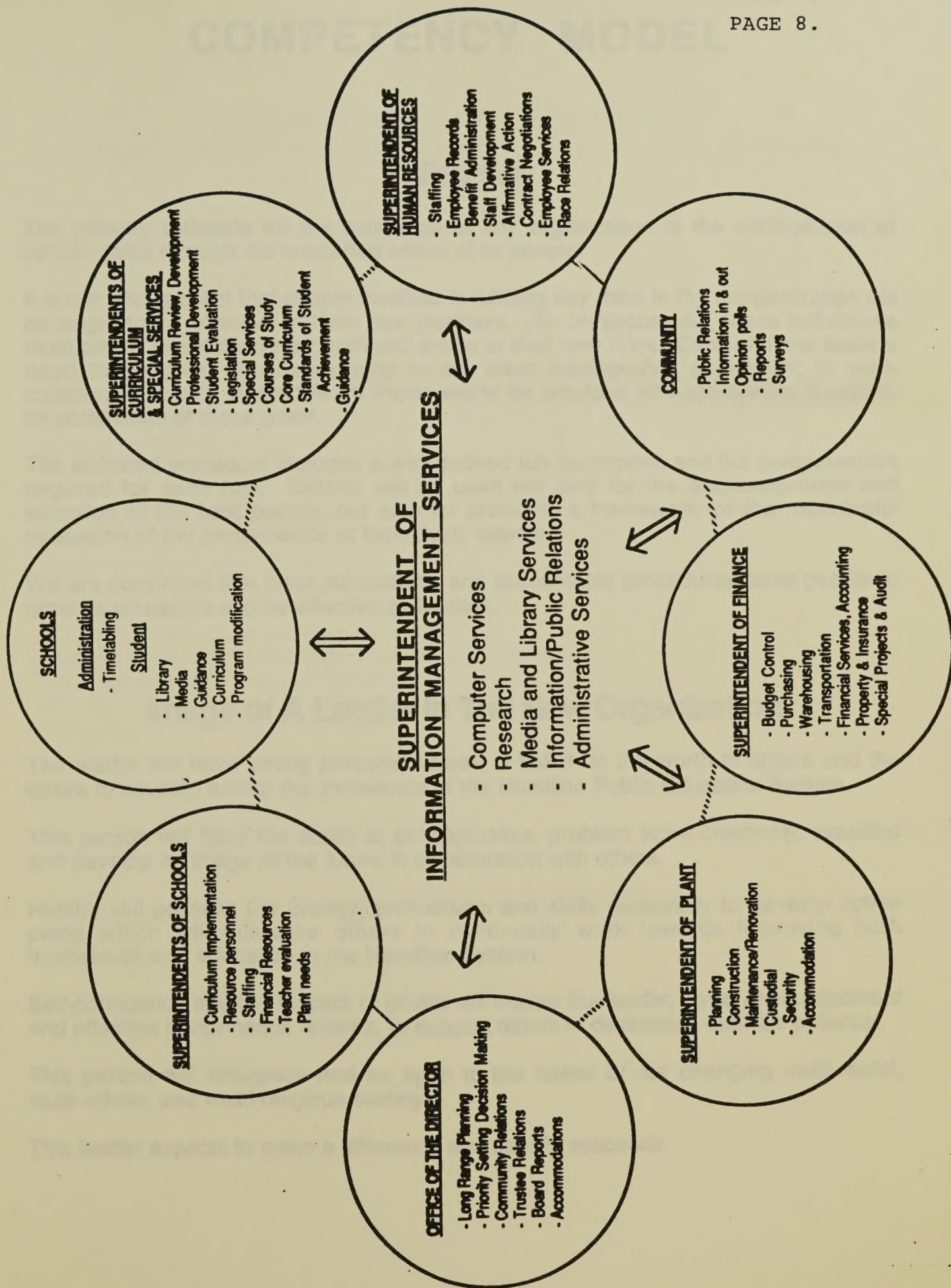
The United States is a country of many people, from all over the world. They have all come here in search of a better life. The United States is a land of freedom and democracy.

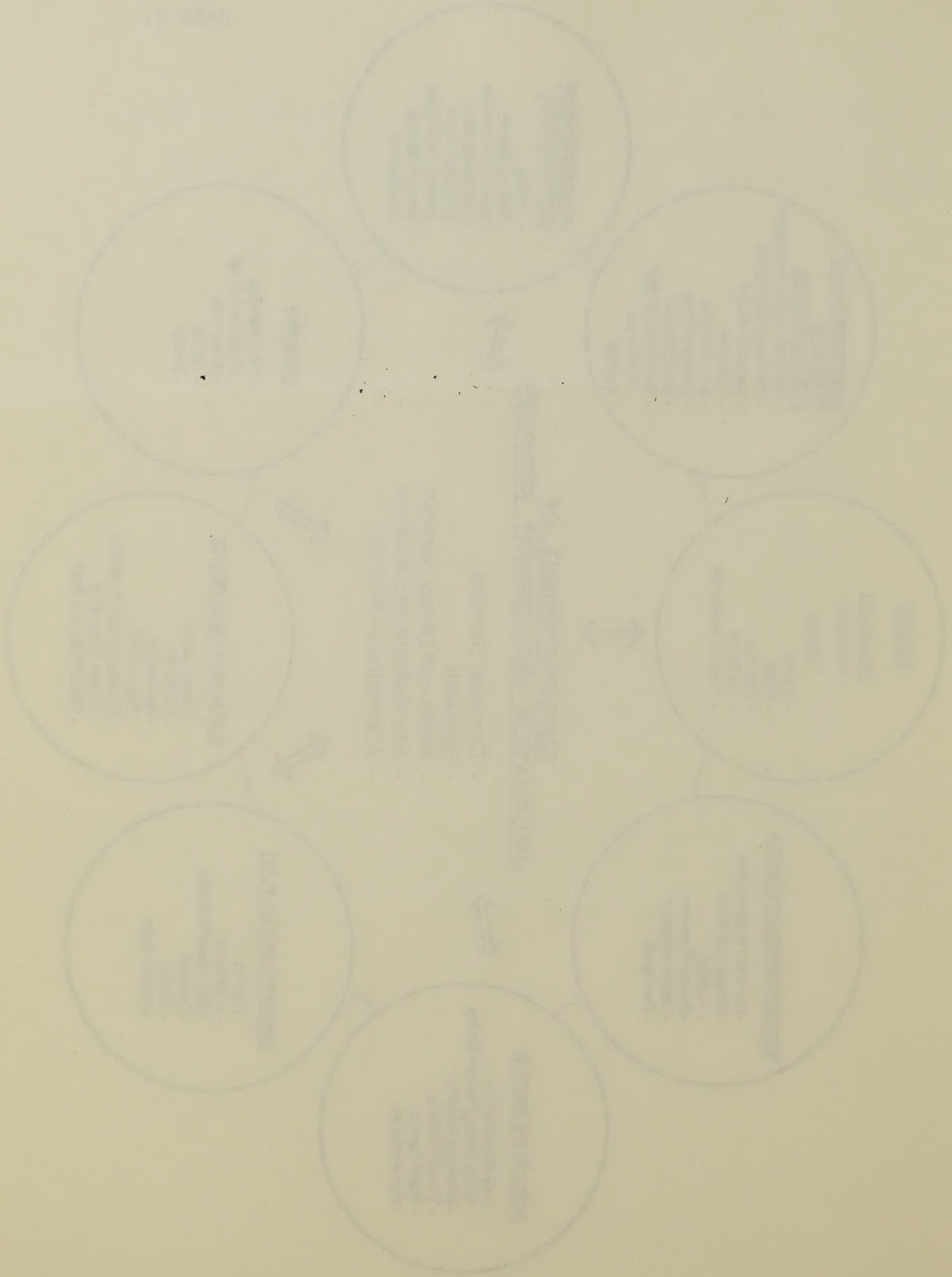
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Information Management Services in the Hamilton Board of Education





COMPETENCY MODEL

Philosophy

The primary rationale for the existence of any organization is the achievement of certain goals through the concerted action of its people.

It is our strong belief that people involved in fulfilling key roles in the reorganization will be eager to be effective in their new positions. To be successful, these individuals must clearly understand the depth and scope of their new roles. Each of these leaders need to be given the opportunity to set clear manageable objectives; to work collaboratively with others toward them; and to be provided with appropriate feedback on completion of these goals.

The attached procedure includes a well defined job description and the competencies required for each role. Criteria will be used not only for the encouragement and selection of the best people, but also for providing a framework for the meaningful evaluation of the performance of individuals selected.

We are convinced that clear job outlines and accountable procedures allow people to grow as educators and be effective as leaders.

Image of A Leader In The New Organization

The leader will have strong personal values, a belief in the worth of others and the desire to develop further the excellence of the Hamilton Public Education System.

This person will have the ability to conceptualize, problem solve creatively, visualize and develop an image of the future in collaboration with others.

He/she will possess the energy, enthusiasm and skills necessary to develop action plans which will influence others to continually work towards improving both themselves and education in the Hamilton System.

Self-confidence and the respect of others will enable the leader, using encouragement and effective performance reviews, to support others in developing their full potential.

This person will recognize and be open to the needs of our changing multi-racial, multi-ethnic, and multi-religious society.

This leader expects to make a difference and usually succeeds.

COMPETENCY MODEL

Summary

The primary reference for the definition of any dimension is the achievement in content areas through the development of the learner.

It is not enough to say that a learner has achieved in a particular area. The achievement must be defined in terms of the content area. To be successful, the learner must have achieved in the content area. This is the only way to ensure that the learner has achieved in the content area. The achievement must be defined in terms of the content area. This is the only way to ensure that the learner has achieved in the content area.

The achievement process is a well-defined, measurable process. The achievement process is a well-defined, measurable process. The achievement process is a well-defined, measurable process. The achievement process is a well-defined, measurable process. The achievement process is a well-defined, measurable process.

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Image of A Leader in The New Organization

The leader will have strong personal values. A leader in the world of the 21st century must have strong personal values. A leader in the world of the 21st century must have strong personal values. A leader in the world of the 21st century must have strong personal values.

This person will have the ability to communicate, problem solve creatively, visualize, and manage the change of the future in the current world.

He/she will possess the ability to think and solve problems in a creative manner. He/she will possess the ability to think and solve problems in a creative manner. He/she will possess the ability to think and solve problems in a creative manner. He/she will possess the ability to think and solve problems in a creative manner.

Self-education and the respect of others will enable the leader to lead the organization and achieve the vision of the future. Self-education and the respect of others will enable the leader to lead the organization and achieve the vision of the future. Self-education and the respect of others will enable the leader to lead the organization and achieve the vision of the future.

This person will recognize the leader in the future in the changing world. This person will recognize the leader in the future in the changing world. This person will recognize the leader in the future in the changing world. This person will recognize the leader in the future in the changing world.

The leader expects to make a difference and create a better world.

Criteria/Characteristics for Role of Superintendent of Information Management Services

Personal Qualities/Relationships

- Projects a professional image
- Has a mature outlook
- Has clear educational convictions
- Is enthusiastic, positive, proactive and able to motivate staff
- Maintains integrity and honesty
- Is consistent in beliefs and values in sensitive and critical societal issues
- Is an effective leader in curriculum and instruction/business services
- Provides appropriate assistance to trustees and other Supervisory Officers
- Is an effective role model

Problem Solving/Planning

- Can envisage the future
- Looks for better ways to do things
- Tolerates alternatives and ambiguity
- Deals with conflict situations effectively
- Has good conceptual abilities
- Has knowledge of effective problem solving procedures
- Uses intuition and creative techniques
- Encourages collaborative decision making
- Values cooperation and initiative

Team Building/Leadership

- Is committed to make this system excellent
- Maintains a clear sense of direction
- Works to achieve a positive climate
- Exhibits behaviour consistent with goals of the organization
- Has excellent interpersonal skills
- Gains the support of staff
- Is courteous and shows concern for others
- Involves people in decisions which affect them
- Develops effective work groups
- Varies leadership style appropriately
- Delegates effectively

Management/Goal Achievement

- Is well organized
- Has a thorough knowledge of responsibilities
- Has clearly defined objectives and ways to measure results
- Communicates objectives to appropriate staff
- Monitors and achieves established objectives
- Effectively manages human, physical and financial resources
- Makes decisions and accepts responsibility for their effectiveness

People Development/Performance Review

- Establishes an effective Manager's Letter with designated staff
- Establishes and achieves a personal growth plan
- Is receptive to feedback for own growth
- Establishes high standards of performance with staff
- Maintains high standards in staff selection
- Facilitates growth opportunities for others
- Shows satisfaction with the success of others
- Guides and supports staff
- Provides feedback to staff

Communication

- Is accessible to others
- Listens actively and responds effectively
- Prepares clear, complete and concise reports
- Keeps people well informed
- Presents ideas clearly
- Makes effective presentations
- Speaks positively about the system

Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the market for [Product/Service]. This report will analyze the market environment, identify key trends, and provide recommendations for [Company/Department].

Market Overview

The market for [Product/Service] is characterized by [Description of Market Characteristics]. Key factors influencing the market include [List of Factors]. The market is expected to grow at a rate of [Growth Rate] over the next [Time Period].

Conclusion

In conclusion, the market for [Product/Service] presents significant opportunities for [Company/Department]. It is recommended that [Company/Department] focus on [Key Recommendations] to maximize its market potential.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 10 06.

To The Chairman and Members,
Personnel & Organization Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That the resignation of L. D. MacKinnon, Purchasing Manager, for the purposes of retirement, be accepted with regret, effective 1988 12 31, and that the Board's retirement gratuity be paid.
- (b) That the resignation of Harry A. Rousseau, Caretaker, for the purpose of retirement, be accepted with regret, effective 1988 12 31, and that the Board's retirement gratuity be paid.
- (c) That the resignations of the following Cleaners, for purposes of retirement, effective as shown, be accepted with regret.

Phyllis Reid, 1988 10 02
Mary Brzozowski, 1988 11 30

- (d) That the resignation of Marcello Folino, Unassigned Fireman, be accepted with regret, effective 1988 09 30.
- (e) That Naomi Bevan, Clerical Staff, be promoted to the position of Accounts Payable Clerk, Category C (maximum \$408.00 per week), effective 1988 10 11, with salary according to schedule.
- (f) That Elizabeth Robertson, Clerical Staff, be assigned to the position of Administrative Assistant - Secondary Schools (Administrative Category 17 - maximum \$35,588 per annum), on a temporary basis effective 1988 10 24 to 1989 06 30, with salary according to schedule.
- (g) That Joanne Kendall, Clerical Staff, be returned from a Maternal Leave of Absence, effective 1988 11 07.

Respectfully submitted,

*jep

K. A. Rielly,
Director of Education
and Secretary.

Board of Education,
Hamilton, Ontario.
1988 10 06.

TO THE CHAIRMAN AND MEMBERS
PERSONNEL AND ORGANIZATION COMMITTEE
BOARD OF EDUCATION
HAMILTON, ONTARIO

Ladies and Gentlemen:

RE: Pay Equity/Job Evaluation Project

Pay Equity Staffing

In order to complete the final fifty jobs under the Touche Ross Plan, two Job Writers were seconded full time until the end of November, and the remaining eight job writers have returned to their jobs. At the end of the year, one full time staff person assigned to the Project will move to new responsibilities in the Human Resources Department. The Co-ordinator and a temporary secretary will be assisted in 1989 with casual staff subject to Budget approval.

Job Classes

The Pay Equity Staff are currently working on identifying Job Classes. A "job class" under the legislation is a position or positions which have

- similar duties and responsibilities
- similar qualifications
- similar recruiting procedures
- the same compensation schedule, salary grade, range of salary rates

Some female job classes (60% or more of the members) are secretarial, clerical, and educational assistants. Male job classes (70% or more of the members) are more concentrated in Administration and the Caretaking C.U.P.E. local. For this reason, by sample, caretaking jobs will be evaluated under the Touche Ross plan in anticipation that female secretarial job classes will be compared with caretaking job classes for values and wage rates.

Pay Classifications

At present, there are 17 Administrative pay classifications and 9 Non-Union Clerical. Under the Project, jobs will be evaluated, ranked and placed in new job classes and pay bands, and new salary rates will be established. We expect the number of pay classifications to be reduced and the progression from clerical to administrative grades to be more integrated.

Union job classifications and rates will still be negotiated, but must not conflict with pay equity legislation.

Prepared by: Marilyn Abraham, Pay Equity Co-ordinator.

Submitted by: Bruce Sinclair, Superintendent of Human Resources.

Approved by: Keith Rielly, Director of Education.

Board of Education,
HAMILTON, Ontario.
1988 10 01.

To the Chairman and Members,
Personnel and Organization Committee,
Board of Education,
HAMILTON, Ontario.

LADIES and GENTLEMEN:

I am pleased to present recommendations on benefit improvements for clerical and secretarial staff employed in the Education Centre, Elementary and Vocational Secondary Schools for your consideration.

1. Vacation Entitlement

- a) Effective the 1989 vacation year, employees who have attained nine (9) years' service with the Board prior to September 1st in any year shall be entitled to four (4) weeks' vacation with pay.
- b) Effective the 1989 vacation year, employees who have attained eighteen (18) years' service with the Board prior to September 1st in any year shall be entitled to five (5) weeks' vacation with pay.

2. Extended Health Plan

That effective November 1, 1988, the Vision Care coverage under the Extended Health Plan for employees be increased to \$125.00 every two (2) years.

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3. Optional Dependent's Group Life Insurance

That under the Group Life Insurance Plan employees shall pay, effective 1988 11 01, the Dependent's Group Life Insurance - \$20,000 - spouse; \$5,000 - each dependent child.

4. Dental Plan

- i) That effective November 1, 1988, the Board contribute 100% of the premium cost for full-time employees based on the 1988 O.D.A. rate schedule of the Dental Plan (covered services - Basic Services, Endodontics) and Periodontal). The Board's premium contribution for a part-time employee shall be pro-rated in the same proportion that the part-time assignment bears to a full-time assignment, with the employee contributing the remainder through payroll deduction. The plan shall reimburse a claimant 75% of the cost of the insured services (not to exceed 75% of the 1988 O.D.A. rate schedule). Newly hired employees and employees returning from leave shall be enrolled in the Plan effective the first of the month coinciding with or next following date of employment. An employee may elect, in writing, not to be enrolled under the Plan.
- ii) Effective 1989 01 01, the claimant shall be reimbursed 75% of the cost of the insured services under the Dental Plan based on the 1989 O.D.A. rate schedule.

5. Maternal/Adoption Leave

An employee granted a maternal or adoption leave of absence on and after September 1, 1988 shall be compensated by the Board under a U.I.C. approved supplementary benefit plan for the two (2)-week waiting period under U.I.C.. at a weekly rate equal to 60% of the employee's weekly insurable earnings under U.I.C., provided that the employee:

- 3 -

- i) is eligible for maternal leave benefits under U.I.C.
- ii) makes a claim to the Board on a form to be provided indicating the weekly amount payable by U.I.C.

(As further clarification, the weekly supplementary benefit for the two (2) week waiting period shall be equal to the weekly benefit received by the employee under U.I.C.)

No supplementary benefit will be paid under this plan for any week in the waiting period which falls outside the employee's normal employment period (i.e. July and August if ten (10) month employment). This plan will be subject to the approval of U.I.C.

6. Tuition Reimbursement

That effective 1988 09 01, the present maximum reimbursement for Tuition Fees under the present policy be increased to \$500.00 per school year.

7. U.I.C. Rebate

The full amount of the U.I.C. Rebate shall accrue to the credit of the Board as in the past.

Respectfully submitted,

Keith A. Rielly,
Director of Education and Secretary.

To The Chairman and Members,
Personnel & Organization Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That David Hutton be appointed to the position of Consultant (Special Education) for a three year term, effective 1988 09 01 to 1991 08 31, with salary according to schedule.
- (b) That Neville Nunes be appointed to the position of Consultant (Special Education - English as a Second Language) for a three year term, effective 1988 09 01 to 1991 08 31, with salary according to schedule.
- (c) That Gary Birchall be appointed to the position of Co-ordinator of Geography for a five-year term, effective 1988 09 01 to 1993 08 31, with salary according to schedule.
- (d) That the following teachers be appointed to the Probationary Staff, effective 1988 10 17, with salaries according to schedule:

Barbara Fraser (3/6 - F. T. Sem. 1 only) (secondary)
Michelle Friessen (.5) (elementary)
Lisa Hammond (elementary)
Linda Kidney (elementary)
Maria Rikic-McCarthy (elementary)
Gloria Smith (.5) (elementary)

- (e) That the appointment of Kathryn Dilar to the Probationary Staff, approved at the special September meeting, be rescinded.
- (f) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

John Blackmore, 1988 10 03 to 1989 03 10 (elementary)
Flora Cocolakis, 1988 09 12 to further notice (elementary)
Kathryn Dilar, 1988 09 12 to 1988 12 16 (.5) (elementary)
Eleanor Illman, 1988 09 28 to 1988 12 16 (elementary)
Debbie Ligas, 1988 10 17 to 1989 02 10 (elementary)
Emily McDonald, 1988 09 19 to 1988 12 16 (.5) (elementary)
Maureen McKenna, 1988 10 31 to 1989 02 04 (elementary)
Karon McLeod, 1988 09 06 to further notice (secondary)
Nancy McMullen, 1988 09 30 to 1988 11 04 (elementary)
Nancy Riselay, 1988 09 19 to further notice (secondary)
Leslie Wallace, 1988 09 12 to further notice (elementary)

- (g) That the appointment of George Simpson to the Occasional Staff, approved at the September Meeting, be rescinded. (elementary)
- (h) That the following persons be appointed to the Probationary Secondary School Clerical and Secretarial Staff (Level 1 - maximum \$362.74 per week), effective as shown, with salaries according to the Collective Agreement:

Kim Taylor, 1988 09 19
Mary Teufel, 1988 09 26
Beverley Wilson, 1988 09 19

- (i) That Lois Royle be appointed to the Probationary Elementary School Clerical and Secretarial Staff (.4) (Category A-B, maximum \$360.00 per week), effective 1988 10 11, with salary according to schedule.
- (j) That Beverly McComb be appointed to the Probationary Elementary School Clerical and Secretarial Staff (.6) (Category A-B, maximum \$360.00 per week), effective 1988 10 11, with salary according to schedule.
- (k) That Margaret Bennett be appointed to the probationary Elementary School Clerical and Secretarial Staff (.6) (Category B2 - maximum \$375.00 per week, effective 1988 10 11 with salary according to schedule.
- (l) That the resignation of Frederick Chayka, who is retiring on Superannuation Disability Pension, effective 1988 11 10, be accepted with regret and that he receive the Board's gratuity. (secondary)
- (m) That the resignations of the following teachers, who are retiring on Superannuation, effective 1989 06 30, be accepted with regret and that they receive the Board's gratuity: (secondary)

Yvonne Elliott (secondary)
James T. Lawson (secondary)
Clifford Rhodes (secondary)

- (n) That the resignation of James E. Shewfelt from the Educational Assistant Staff, be accepted, effective 1988 09 14. (elementary)
- (o) That the request of Linda Potocic for Release of Contract, effective 1988 09 26, be accepted with regret. (elementary)
- (p) That the request of the Ministry of Education for the secondment of Robert Robinson to the Centre for Early Childhood and Elementary Education, effective 1988 10 01 to 1989 06 30, be granted. (elementary)
- (q) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave: (elementary)

Marcia Brazel, 1988 10 31 to 1989 02 24
Linda Furry-Cheong, 1988 11 14 to 1989 03 10
Marjorie Howden, 1988 10 17 to 1989 02 10
Kathy Lenz, 1988 10 17 to 1989 02 10
Lindsey Zablocki, 1988 12 05 to 1989 03 31

- (r) That the requests of the following teachers for Maternal Leaves of Absence, be granted in accordance with conditions governing Maternal Leave and that these Leaves of Absence be followed by Leaves of Absence for Parental Reasons, effective as shown:

Louise Quinn, 1988 12 05 to 1989 04 28 (elementary)
Victoria Weekes, 1989 01 02 to 1989 08 31 (secondary)

- (s) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective as shown:

Felicia McIntosh, 1989 01 09 (.5) (elementary)
Brenda Stewart, 1988 09 28 (elementary)

- (t) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Patricia Bromwich, 1988 10 04 to 1989 08 31 (elementary)
Kathleen Penny, 1988 12 29 to 1988 08 31 (elementary)
Vera Rehill, 1988 10 03 to 1989 08 31 (elementary)
Peter Whyte, 1988 09 01 to 1989 01 31 (secondary)

- (u) That the dates of the Maternal/Parental Leave of Absence granted to Diane Ridos at the September Meeting be changed to 1988 10 10 to 1989 08 31. (elementary)

- (v) That the following timetable increases, effective as shown, be granted:

Janice Courtemanche, from .7 to .8, 1988 09 01 (elementary)
Brenda Dagg, from .6 to .8, 1988 09 20 (elementary)
Barbara Davidson, from .5 to 1.0, 1988 10 03 (elementary)
Marilyn dePass, from .5 to 1.0, 1988 09 27 (elementary)
Susan Mummery-Bacon, from .5 to 1.0, 1988 10 03 (elementary)
Ruth Roberts, from .5 to 1.0, 1988 09 06 (elementary)

- (w) That the following timetable decreases, effective as shown, be granted:

Marjorie Cooke, from 1.0 to .5, 1988 10 03 (elementary)
Mary Scime, from 1.0 to .5, 1988 10 03 (elementary)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

*jep

(1) That the records of the following persons are maintained in the files of the Bureau of the Census, Department of Commerce, and that the records of the following persons are maintained in the files of the Bureau of the Census, Department of Commerce:

James H. Hargis, born 12-12-1917 at [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]

(2) That the following persons are deceased and that the records of the following persons are maintained in the files of the Bureau of the Census, Department of Commerce:

James Hargis, born 12-12-1917 at [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]

(3) That the records of the following persons are maintained in the files of the Bureau of the Census, Department of Commerce:

James Hargis, born 12-12-1917 at [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]

(4) That the records of the following persons are maintained in the files of the Bureau of the Census, Department of Commerce:

(5) That the following persons are deceased and that the records of the following persons are maintained in the files of the Bureau of the Census, Department of Commerce:

James Hargis, born 12-12-1917 at [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]

(6) That the following persons are deceased and that the records of the following persons are maintained in the files of the Bureau of the Census, Department of Commerce:

James Hargis, born 12-12-1917 at [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]

James Hargis, born 12-12-1917 at [illegible]

James Hargis, born 12-12-1917 at [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]

- (a) That approval be granted for the request of Cheryle M. Brown for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") for the 1991-1992 school year, effective 1991 09 01 to 1992 08 31, subject to the 1988-1989 Elementary School Collective Agreement.
- (b) That approval be granted for the request of George Martin Dyck for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") for the second semester of the 1992-1993 school year, effective 1993 02 01 to 1993 08 31, subject to the 1988-1989 Secondary School Collective Agreement.
- (c) That the Board rescind the leave of absence granted to Peppy Tew for the 1991-1992 school year, effective 1991 09 01 to 1992 08 31, and approve her request to withdraw from the Salary Holdback Plan ("Four Over Five").

(a) That approval is required for the transfer of funds to the United States for a loan to the United States for the purpose of financing the construction of a bridge over the Mississippi River, subject to the approval of the Board of Directors of the United States.

(b) That approval is required for the transfer of funds to the United States for a loan to the United States for the purpose of financing the construction of a bridge over the Mississippi River, subject to the approval of the Board of Directors of the United States.

(c) That the Board of Directors of the United States is authorized to approve the transfer of funds to the United States for a loan to the United States for the purpose of financing the construction of a bridge over the Mississippi River, subject to the approval of the Board of Directors of the United States.

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A G E N D A

PERSONNEL & ORGANIZATION COMMITTEE

1988 11 10

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS

1. Recommendations of the Director of Education - page 1.
2. Pay Equity Update
3. Interview Schedule -- Superintendent of Information Management Services
4. Staffing Report - pages 2 - 8.
5. Report from the Officials re Lunchroom and Cafeteria Supervisors - page 9.

ELEMENTARY/SECONDARY

NEW BUSINESS

1. Recommendations of the Director of Education - page 10 - 12.

Education Centre
100 Main Street West
Hamilton, Ontario
1988 11 10

To the Chairman and Members
Personnel & Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That Lynne Morris be appointed to the probationary Clerical Staff, (Category A-B - maximum \$360.00 per week), effective 1988 10 24, with salary according to schedule.
- (b) That the resignations of the following Cleaners, for purposes of retirement, effective as shown, be accepted with regret, and that the Board's retirement gratuity be paid.

Isabel M. Galbraith, 1988 12 31
Bertha Gardner, 1988 10 21

- (c) That the resignation of Thalia Smith, Lunch Programme Co-ordinator, be accepted with regret, effective 1988 12 31.
- (d) That Janice Twelves, Clerical Staff, be promoted to the position of Secretary, Assistant Superintendent of Curriculum, Category D (under review), (maximum \$449.00 per week), effective 1988 10 24, with salary according to schedule.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

Enclosed for
the Hon. Secy. State
are 10 copies
of the report of the
Commissioner of the
General Land Office
dated 12/10/00

To the Chairman and Members
of the Commission on
the General Land Office
Washington, D.C.

Dear Sirs:

Enclosed

I enclose for you the report of the
Commissioner of the General Land Office
dated 12/10/00.

The report is divided into two parts.
The first part contains a general
statement of the work of the
Commissioner of the General Land Office
during the year 1900.

The second part contains a detailed
statement of the work of the
Commissioner of the General Land Office
during the year 1900.

Very respectfully,
John D. Smith

I am, Sir, very respectfully,
Your obedient servant,
John D. Smith

Very truly yours,
John D. Smith
Commissioner of the General Land Office
Washington, D.C.

Respectfully,
John D. Smith

John D. Smith
Commissioner of the General Land Office
Washington, D.C.

Board of Education,
Hamilton, Ontario.
1988 11 10.

To the Chairman and Members,
Personnel & Organization Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: STAFFING REPORT 1988-89

Background

Each year the Officials submit to the Board a report on staffing statistics compiled by Research Services for the information of the trustees.

The attached statistics reflect enrolments and staffing as of September 30, 1988.

Elementary Staffing

Every effort has been made to staff the schools in order to meet the educational needs of the students while not exceeding the average class size by division as outlined in the collective agreement. School consolidations have helped to eliminate some very small classes and triple grade situations, but we are still experiencing difficulty in smaller schools and compensatory education schools in maintaining program integrity while applying the system-wide staffing formula. The following guidelines taken from the collective agreement were used in staffing this year:

Junior Kindergarten

Article 10.01

"As of October 1st, the average class size across the system for Junior Kindergarten shall not exceed 19." The actual average class size for Junior Kindergarten on September 30, 1988 is 17.87.

Senior Kindergarten

"As of October 1st, the average class size across the system for Senior Kindergarten shall not exceed 21.5. In no case shall the class size exceed 28." The actual average class size for senior kindergarten is 19.26. In some cases, where special circumstances dictated, educational assistants have been added. There are no senior kindergarten classes with 28 or more pupils.

United States
Department of
Health, Education
and Welfare

To the Secretary and Members
of the Board of Health,
Department of Health,
Education and Welfare

Dear Sirs:

Enclosed for you are two copies of the report of the

Committee on the

Health of the Nation, which is the first of a series of reports
submitted to the Board of Health for its consideration.

The committee believes that the report will be of great
value to the Board and to the public.

Sincerely,
The Committee on the Health of the Nation

The committee on the Health of the Nation was organized in 1964
to study the health of the Nation and to make recommendations
to the Board of Health. The committee has held many public
hearings and has received many suggestions from the public.
The committee believes that the report will be of great
value to the Board and to the public.

Very truly,
The Committee on the Health of the Nation

Enclosed is one copy of the report of the

Committee on the Health of the Nation, which is the first of a series of reports
submitted to the Board of Health for its consideration.

Sincerely,
The Committee on the Health of the Nation

The committee on the Health of the Nation was organized in 1964
to study the health of the Nation and to make recommendations
to the Board of Health. The committee has held many public
hearings and has received many suggestions from the public.
The committee believes that the report will be of great
value to the Board and to the public.

Grade Classes

Article 20.02

"Effective September 1, 1988 the city-wide average class size, by division shall not exceed:"

(1) Primary	25.50
(2) Junior	26.7
(3) Intermediate	27.9

The actual average class size for September 30, 1988 is:

(1) Primary	24.38
(2) Junior	26.13
(3) Intermediate	26.62

NOTE: The 1988/89 Ministry target for average class size for grades one and two is 24.6. For our Board the average class size for grades one and two is 24.02. The Ministry allocated a per pupil grant of \$222 prorated for the 4 month period in 1988 as an incentive for school boards to reach the target.

Secondary School Staffing

The following staffing information is based on the enrolment and staff complement as of September 30, 1988.

The pupil-teacher ratio (PTR) as per collective agreement:

(1) Composite	not to exceed 17.1
(2) Alternative Education	not to exceed 17.1
(3) Vocational	not to exceed 12.1

The Staff allocation is made more difficult by contract restrictions relating to Department Loading Factors by semester and Individual Maximum Teaching Loads by school year which are independent of the pupil-teacher ratio.

The retirement and resignation of 32 teachers at the end of the 1987-88 school year, coupled with staffing changes in the collective agreement has enabled the Board to re-employ 1 teacher designated for placement with the Separate School Board and hire 20 new teachers.

Component Staffing

A Component Staffing model is being piloted at Sir John A. Macdonald and Ainslie Wood Secondary Schools. Instead of PTR and Department loading, under Component Staffing model staffing is done by a fixed formula by program levels, i.e., basic, general and advanced, including the assignment of non-instructional personnel.

Page 2

Page 2

The following information is being furnished to you for your information and is not to be used for any other purpose.

1. Name of the person or organization to whom the information is being furnished.

2. Address of the person or organization to whom the information is being furnished.

3. Date of the information being furnished.

4. Name of the person or organization providing the information.

5. Address of the person or organization providing the information.

6. Date of the information being provided.

7. Name of the person or organization receiving the information.

8. Address of the person or organization receiving the information.

The information being furnished to you is being furnished to you for your information and is not to be used for any other purpose. The information being furnished to you is being furnished to you for your information and is not to be used for any other purpose.

Information Being Furnished

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Information Being Furnished

The following information is being furnished to you for your information and is not to be used for any other purpose. The information being furnished to you is being furnished to you for your information and is not to be used for any other purpose.

A sub-committee comprised of officials, a trustee and District 8 representatives has been established to study the pilot model at the two schools, and to report on or before February 1, 1989, with a second report by June 1, 1989.

Composite Secondary Staffing

Enrolment: September 30, 1987.....12,562

September 30, 1988.....12,620

Total Composite secondary school Staff:

September 30, 1987.....772

September 30, 1988.....764.67

Since September 30, 1988, an additional 3 teachers have been hired to the Composite Secondary Staff in order to accommodate increased enrolment and comply with the terms of the collective agreement.

Composite Secondary School P.T.R., as of September 30, 1988 (excluding Vanier):

P.T.R. 17.09

(P.T.R. excludes such staff as LRT's, GLRT's, EASL, Co-Op Monitors, Satellite programs)

Vanier Secondary School P.T.R., as of September 30, 1988: 13.5

VOCATIONAL SCHOOL STAFFING

Enrolment: September 30, 1987.....1,700

September 30, 1988.....1,598

Total Staff:

September 30, 1987.....158.67

September 30, 1988.....158.5

Vocational Secondary School P.T.R., as of September 30, 1988: 11.82

Recommendation:

That this report be received for information.

Prepared by: R. Kennedy, Assistant Superintendent, Staffing
Submitted by: B. Sinclair, Superintendent of Human Resources
Approved by: K. Rielly, Director of Education

This is a report for information

Approved by: E. J. [illegible]
Submitted by: E. J. [illegible]
Date: [illegible]

REPORT ON AVERAGE CLASS SIZE: ELEMENTARY SCHOOLS
DATA AS OF SEPTEMBER 30, EACH YEAR

SUMMARY BY GRADE

YEAR	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	GLD	GFTD	GRADES 1 - 8
1973-74	17.6	21.8	24.2	28.5	28.9	29.9	30.3	31.0	30.6	29.3	7.0	12.9		29.06
1974-75	18.3	22.7	24.0	28.1	28.5	29.4	30.0	30.1	30.8	29.3	7.1	12.5		28.54
1975-76	18.7	20.9	23.7	26.5	27.5	28.3	28.5	30.1	29.3	29.1	7.3	12.3		27.76
1976-77	27.9	20.5	23.6	26.6	28.1	28.8	28.7	29.6	28.5	28.4	7.7	12.5		27.61
1977-78	18.2	20.9	23.7	26.8	27.8	28.3	28.6	28.1	28.7	28.7	7.3	12.7		27.47
1978-79	18.4	20.0	23.7	26.7	27.8	29.4	29.1	29.4	28.5	27.8	7.1	12.4		27.58
1979-80	18.5	20.2	23.9	26.8	27.7	28.6	29.0	29.0	28.6	27.2	7.3	11.9		27.44
1980-81	18.9	21.0	24.4	26.4	28.3	28.5	29.7	30.1	28.2	27.2	7.3	11.9		27.67
1981-82	18.4	19.7	23.9	26.5	27.3	28.7	29.4	29.6	28.2	27.7	7.2	11.7		27.51
1982-83	18.5	20.2	24.3	26.5	27.1	29.0	30.2	29.1	27.5	28.6	7.4	11.1		27.58
1983-84	17.8	19.8	23.8	25.8	27.0	27.3	27.8	28.9	28.4	27.5	7.5	9.8	19.8	26.87
1984-85	18.0	19.2	24.0	25.6	27.2	27.9	28.7	28.3	27.7	28.4	7.6	9.0	19.8	27.00
1985-86	18.0	19.7	24.2	25.4	26.6	28.0	28.5	27.1	28.3	26.3	7.1	9.5	17.9	26.62
1986-87	18.2	20.6	24.0	25.5	26.7	27.4	28.4	27.9	28.6	26.3	7.8	9.8	17.1	26.67
1987-88	17.5	20.6	24.2	25.2	26.0	26.7	27.2	26.8	27.0	28.0	7.5	9.8	16.9	26.20
1988-89	18.4	20.9	23.4	24.7	25.4	25.7	26.6	25.7	27.2	26.8	7.1	8.4	17.0	25.50

Research Services Department
Hamilton Board of Education
November 1, 1988

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 6, 1908

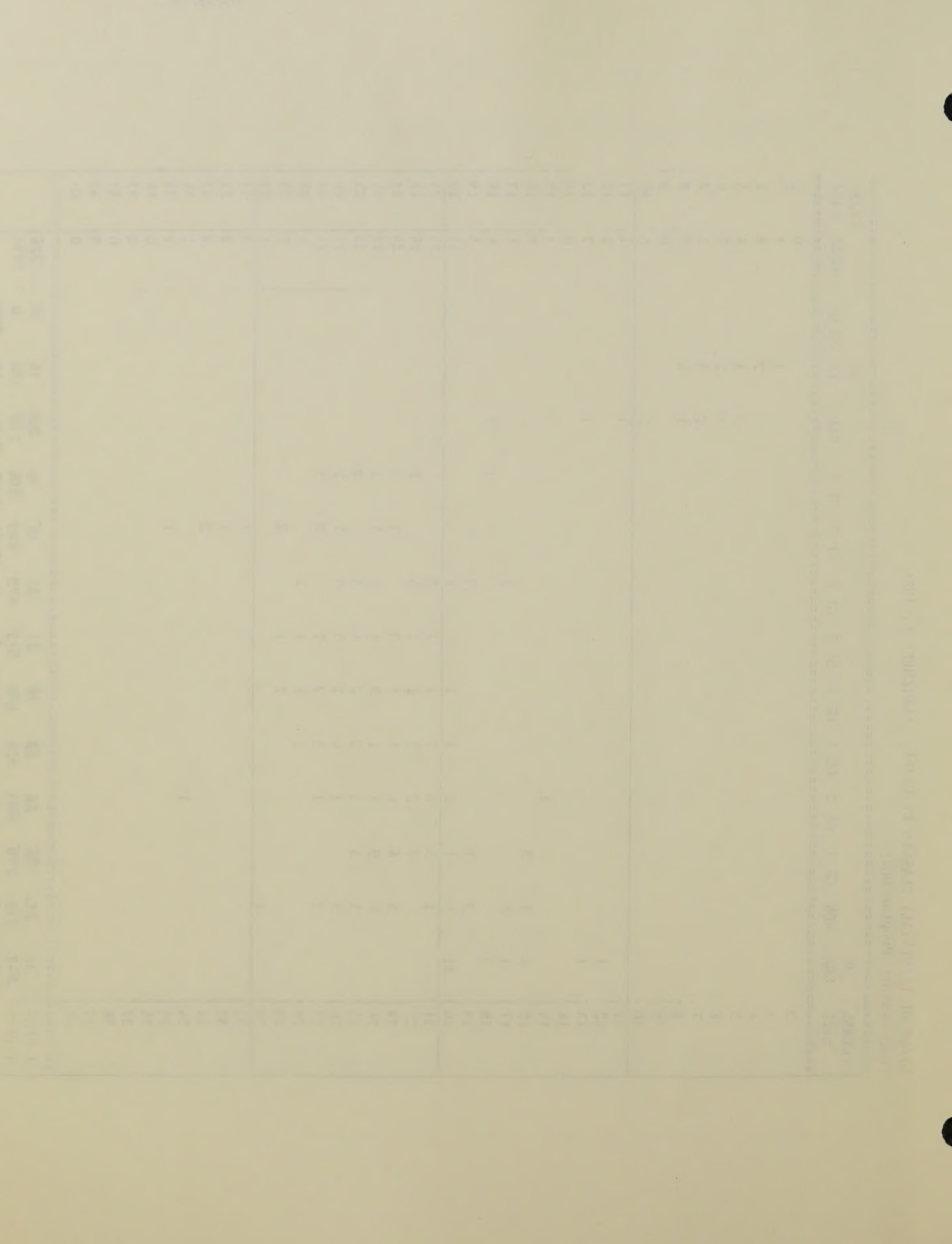
CLASS SIZE	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL	CLASS SIZE
11									0	11
12									0	12
13									0	13
14	1								1	14
15	1	2	1				2		6	15
16	3		1			1		1	5	16
17									1	17
18	2	3	1					1	7	18
19	2					1			3	19
20	4	3	1	2		1	1		12	20
21	16	10	2	1	1	6		1	37	21
22	19	5	7	6	5	8		6	56	22
23	18	14	13	7	9	3	1	3	68	23
24	21	12	9	11	10	6	8	6	83	24
25	9	16	12	16	9	13	8	9	92	25
26	11	18	16	10	8	11	9	7	90	26
27	9	10	12	12	13	7	15	10	88	27
28	3	8	7	9	7	15	14	9	72	28
29	3	1	5	5	7	5	6	7	39	29
30	4	1	2	2	6	5	5	9	34	30
31		3	2	2		2	8	1	18	31
32			3		3		2	4	12	32
33		1		1	2		2	1	7	33
34		1	1	1		1			4	34
35		1			1		1		3	35
36					2				2	36
37									0	37
38									0	38
39									0	39
40								1	1	40
T.CLSs	126	109	95	85	83	85	82	76	741	
T.PPLs	2948	2690	2413	2188	2210	2182	2233	2034	18898	
A.C.S.	23.40	24.68	25.40	25.74	26.63	25.67	27.23	26.76	25.50	
DIVISION CLSSES		330			253			158		
DIVISION STDNTS		8051			6580			4267		
DIVISION A.C.S.		24.40			26.01			27.01		

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 6, 1988
French Immersion Program Only

CLASS SIZE	JR KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	ED	GFTD	TOTAL	CLASS SIZE
2													0	2
3													0	3
4													0	4
5													0	5
6													0	6
7													0	7
8													0	8
9													0	9
10													0	10
11													0	11
12													0	12
13													0	13
14		1	2	1				2					1	14
15	1								1				6	15
16	2	1		1									5	16
17													0	17
18	1		2										3	18
19													0	19
20	1	1	1										3	20
21	1	1	1				1						4	21
22					2		1						3	22
23	1	2		1		1	1						6	23
24			3		4	1		1					9	24
25	5	1	1	1	1			1					10	25
26				3		2							4	26
27		1											3	27
28	2	2		1					1				4	28
29													0	29
30			1			1							2	30
31													0	31
32													0	32
33													0	33
34													0	34
35													0	35
36													0	36
37													0	37
38													0	38
39													0	39
40													0	40
T. CLSS	0	12	10	11	8	7	5	4	2	0	0	0	63	
T. PPLS	0	254	225	234	185	165	131	92	44	0	0	0	1409	
A.C.S.	EPR	21.17	22.50	21.27	23.13	23.57	26.20	23.00	19.75	22.00	ERR	ERR	ERR	

SIZES OF ELEMENTARY CLASSES BY GRADE : SEPTEMBER 6, 1968
Compensatory Program Only

CLASS SIZE	JE KGN	GF 1	GF 2	GF 3	GF 4	GF 5	GF 6	GF 7	GL 8	GL 9	EP	GFTI	TOTAL	CLASS SIZE
2													0	2
3											1		1	3
4										3	2		5	4
5										3	1		4	5
6										3	2		5	6
7										2	4		6	7
8										3	6		9	8
9													0	9
10										5			5	10
11										1			1	11
12	1												1	12
13	1									1			2	13
14													0	14
15			1										1	15
16	4	1	3										8	16
17	1	4				1							6	17
18	2								1				4	18
19		3	1			1							5	19
20	21	4	1	2	1	1	1						31	20
21		1	5	6	2	1	5						21	21
22			7	2	5	2	4		2				24	22
23		5	6	6	4	1	3	1	3				29	23
24		4	9	1	1	5	4	1	3				29	24
25		5	3	3	2	2	4	2	2				25	25
26		3		3	4	2	3	1	2				21	26
27		1		1	3	2		2	3				14	27
28					1	1	1						4	28
29					2	1		2					5	29
30		1											1	30
31								3					3	31
32								2					2	32
33								2					2	33
34													1	34
35								1					1	35
36													0	36
37													0	37
38													0	38
39													0	39
40													0	40
T. CLASS	30	32	35	26	23	19	21	21	15	16	22	16	276	
T. PPLS	662	713	775	601	551	470	519	479	443	386	175	104	5778	
A.C.S.	18.73	22.26	22.14	23.12	23.96	24.74	24.71	81	29.53	24.13	7.95	6.50	ERR	



BOARD OF EDUCATION,
Hamilton, Ontario.
1988 11 10.

To The Chairman and Members,
Personnel and Organization Committee,
Board of Education,
HAMILTON, Ontario.

Ladies and Gentlemen:

The salary recommendations submitted for lunchroom and cafeteria supervisors are equivalent to negotiated increases for other groups within the Board for the 1988-89 school year (5%). The recommendation includes an additional 5% increase effective March 1, 1989 for Lunchroom Supervisors employed in elementary schools. This special adjustment is for the purpose of narrowing the differential between the rate for Lunchroom Supervisors and other rates within the Board.

Recommendation:

- i) That Cafeteria Supervisors employed on the regular staff in composite secondary and secondary (vocational) schools be granted an increase of 40 cents per hour effective September 1, 1988 to produce the following hourly rates of pay:

\$7.88	MINIMUM
\$8.28	MAXIMUM (after one year of service)

- ii) That Lunchroom Supervisors employed on the regular staff in elementary schools be granted an increase of 40 cents per hour effective September 1, 1988 and 42 cents per hour effective March 1, 1989 to produce the following hourly rates of pay:

<u>Sept. 1, 1988</u>		<u>March 1, 1989</u>	
\$8.02	MINIMUM	\$8.44	MINIMUM
\$8.42	MAXIMUM (after one year of service)	\$8.82	MAXIMUM (after one year of service)

**Prepared and
Submitted by:** Bruce Sinclair, Superintendent of Human Resources.

Approved by: Keith A. Rielly, Director of Education and Secretary.

Education Centre
100 Main Street West
Hamilton, Ontario
1988 11 10

To the Chairman and Members
Personnel & Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That Mary Jean Tyczynski be appointed to the position Consultant (Junior Division), on an acting basis, effective 1988 11 01, with terms and conditions of employment subject to the Collective Agreement with the appropriate Branch Affiliate, with salary according to schedule. (elementary)

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Marvin Kuehn, 1988 09 22 to 1988 10 21 (elementary)

Christopher Luttor, 1988 10 19 to further notice
(secondary)

Barbara McCarron, 1988 09 27 to further notice
(elementary)

Virginia Richardson, 1988 10 31 to 1989 02 24
(elementary)

Susan Rodgers, 1988 11 14 to 1989 03 10 (elementary)

Ursula Vander Ploeg, 1988 09 12 to further notice
(elementary)

Leslie Wallace, 1988 10 12 to further notice (.5)
(elementary)

Janice Wilson, 1988 09 06 to further notice
(secondary)

(c) That Bonnie Conway be appointed to the Probationary Secondary School Clerical and Secretarial Staff (Level 1 - maximum \$362.74 per week) effective 1988 11 01, with salary according to the Collective Agreement.

San Diego, California
San Diego State University
San Diego, California
June 15, 1964

To the Trustees and Faculty
of the San Diego State University
San Diego, California

Dear Mr. President:

RE: San Diego State University

I have the honor to present to you the following information for your review:

1. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.

2. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.

- 3. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.
- 4. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.
- 5. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.
- 6. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.
- 7. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.
- 8. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.
- 9. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.
- 10. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.

11. That the San Diego State University has been designated as a "Public Institution" by the State of California, and as such is subject to the provisions of the California Education Code, which require that the University maintain a high standard of academic excellence, and that it shall be a center of research and scholarship.

Very truly yours,
[Signature]

(d) That the effective dates of the appointment of Maureen McKenna to the Occasional Staff, approved at the October Meeting, be changed to 1988 10 25 to 1989 02 20. (elementary)

(e) That the appointment of Michelle Friessen to the Probationary Staff, approved at the October Meeting, be rescinded. (elementary)

(f) That the resignation of Evan Wiles, who is retiring on superannuation, effective 1988 12 31, be accepted with regret and that the Board's gratuity be paid. (secondary)

(g) That the request of Lori Firstbrook for a Release of Contract, effective 1988 10 31, be accepted with regret. (elementary)

(h) That the following teachers be returned from Leave of Absence and assigned teaching duties effective as shown:

Lisa Clarke, 1989 01 16 (elementary)
Irene Dewar, 1989 01 01 (.5) (elementary)
Dorothy Gruggen, 1989 01 09 (elementary)

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Janet Van Duzen, 1988 10 17 to 1989 02 10 (elementary)
Kathryn Weber, 1989 01 02 to 1989 04 28 (elementary)

(j) That the effective dates of the Maternal Leave of Absence granted to Marcia Brazel at the October Meeting, be changed to 1988 10 25 to 1989 02 20. (elementary)

(k) That the request of Karen Forbes, Secondary School Clerical and Secretarial Staff be granted a Maternal Leave of Absence, effective 1988 11 21 to 1989 03 17, in accordance with the Employment Standards Act.

(l) That the requests of the following teachers for Maternal Leaves of Absence, be granted in accordance with conditions governing Maternal Leave and that these Leaves of Absence be followed by Leaves of Absence for Parental Reasons, effective as shown:

Grace Mathieson, 1989 01 01 to 1989 08 31 (elementary)
Janet Verhaeghe, 1989 01 01 to 1989 08 31 (elementary)

(m) That the requests of the following teachers for Leaves of Absence for Personal Reasons, effective as shown, be granted:

Helen Reio, 1989 02 01 to 1989 08 31 (secondary)
Anne Trivers, 1988 12 29 to 1989 08 31 (elementary)

(n) That the requests of the following teachers for an extension of their Personal Leaves of Absence, effective as shown, be granted:

Patricia Force, 1989 01 01 to 1989 08 31 (elementary)
Lucy Manno, 1989 01 01 to 1989 08 31 (elementary)

(o) That the dates of the Maternal Leave of Absence granted to Verna Dell, Elementary School Clerical and Secretarial Staff, at the September meeting be changed to 1988 10 17 to 1989 02 10.

(p) That Patricia Stones, Secondary School Clerical and Secretarial Staff, be returned from a Maternal Leave of Absence, effective 1988 11 03.

(q) That Joan Wright, Educational Assistant Staff, be returned from a Personal Leave of Absence, effective 1988 12 01 (elementary).

(r) That the following timetable increases, effective as shown, be granted:

Tammy Biggs, from 4/6 to 6/6 (F.T. Sem. 1 & 2), 1988 09 19 (secondary)
Theresa Cardey, from .5 to .7, 1988 09 30 (elementary)
Janice Courtemanche, from .8 to .9, 1988 10 17 (elementary)
Patricia Cudmore, .5 to 1.0, 1989 01 01 to 1989 06 30 (elementary)
Kenneth Durkacz, from 3/6 to 6/6 (F.T. Sem. 1 & 2), 1988 09 01 (secondary)
Darlene Owen, from .8 to 1.0, 1988 10 17 (elementary)
Valentina Philip, from .5 to .7, 1988 10 17 (elementary)
Mary Scoffield, from 4/6 to 5/6 (F.T. Sem.1, 4/6 Sem.2), 1988 09 01 (secondary)
Ward Shipman, from 4/6 to 5/6 (F.T. Sem. 1, 4/6 Sem. 2), 1988 09 01 (secondary)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

CAY ON HBL W26
A36

A G E N D A

PERSONNEL & ORGANIZATION COMMITTEE

1988 12 08

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS

1. Recommendations of the Director of Education. - pages 1 and 2
2. Pay Equity Update. - page 3
3. Report of the Race Relations Committee. - pages 4 and
please see separate report
4. Re-constitution of Ad Hoc Committees:
(a) Affirmative Action Committee.
(b) Race Relations Committee.
5. Section 16 Programs - upgrading the position of Liaison
Teacher. - pages 5 to 7

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education. - pages 8 to 10

Education Centre
100 Main Street West
Hamilton, Ontario
1988 12 08

To the Chairman and Members
Personnel & Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That Susan Holden be appointed to the position of Job Coach, Operation Employability, for a two year term, effective 1989 01 03 to 1991 01 02, at a salary of \$1,800 per month.
- (b) That the following be appointed to the Caretaking and Maintenance Staff, on three months' probation, as an Assistant Caretaker, effective as shown, with wage rate according to the Collective Agreement:
 - Noreen Babb, 1988 11 16
 - Catherine Bent, 1988 11 21
 - Lonnie Brown, 1988 11 28
 - Maureen King, 1988 11 21
 - James Pinder, 1988 11 28
 - Kelly Provost, 1988 11 16
 - Clint Robson, 1988 11 21
 - Bill Rotter, 1988 11 28
- (c) That the resignation of Lillian M. Jerome, Cleaner, for the purposes of retirement, be accepted with regret, effective 1988 11 30.
- (d) That the resignation of Rodney Smith, Caretaker, for the purposes of retirement, be accepted with regret, effective 1989 02 24 and that the Board's retirement gratuity be paid.
- (e) That Jean Clark, Cleaning Staff, be promoted to the classification level of Assistant Caretaker, effective 1988 11 16, with wage rate according to the Collective Agreement.

Executive Order
13526, Dec 17, 1964
Revoked, Dec 17, 1964

In the Executive Order
13526, Dec 17, 1964
Revoked, Dec 17, 1964

Executive Order

EXHIBIT

I have the honor to transmit the following information to you.

1. That the information is being furnished to you for your information only and is not to be used for any other purpose.

2. That the information is being furnished to you for your information only and is not to be used for any other purpose.

3. That the information is being furnished to you for your information only and is not to be used for any other purpose.

4. That the information is being furnished to you for your information only and is not to be used for any other purpose.

5. That the information is being furnished to you for your information only and is not to be used for any other purpose.

6. That the information is being furnished to you for your information only and is not to be used for any other purpose.

- (f) That Susan Scime, Clerical Staff, be promoted to the position of Secretary, Curriculum Department (Category C - maximum \$429.00 per week), effective 1988 12 01, with salary according to the salary schedule.
- (g) That the request of Lois Campbell, Psychological Consultant, for a Leave of Absence, effective 1989 01 09 to 1989 05 05, in accordance with the Employment Standards Act, be granted.
- (h) That the request of Shelley Pereira, Cleaning Staff, for a Maternal Leave of Absence, effective 1988 12 19 to 1989 04 14, in accordance with conditions governing Maternal Leave in the Collective Agreement, be granted.
- (i) That Mary Kish, Clerical Staff, be returned from a Maternal Leave of Absence, effective 1988 12 26.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

Prepared by: H. Archer
Co-ordinator, Pay Equity Project

Submitted by: A. Sinclair,
Superintendent of Schools

Approved by: K. A. Rielly,
Director of Education and Secretary

1. That the above named person, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased.

2. That the above named person, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased.

3. That the above named person, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased.

4. That the above named person, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased, and the deceased, Charles E. Smith, is deceased in the family of the deceased.

Respectfully submitted,

J. A. Smith,
Deceased in the family of the deceased,
and deceased.

Board of Education
Hamilton, Ontario
1988 12 01

TO THE CHAIRMAN AND MEMBERS
PERSONNEL AND ORGANIZATION COMMITTEE
BOARD OF EDUCATION
HAMILTON, ONTARIO

Ladies and Gentlemen:

Re: Pay Equity/Job Evaluation Project

The Pay Equity Guidelines are being kept updated in the Paikin Library for the Trustees use.

The last Guideline Number 12 is most important and will require some understanding when the salary adjustments are recommended and pay plans approved.

The Pay Equity Act states job classes must be found to be equal or of comparable value when being compared. Value is the amount of compensation which includes salary, wages, payments and benefits.

The Commission has now defined benefits as "something paid or provided to or for the benefit of a person who performs functions that entitle the person to be paid a fixed or ascertainable amount". This must take into consideration the availability of benefits of two kinds:

1. benefits provided or made available based on the work unit i.e. union or non-union group
2. benefits tied to an organization level and/or job titles--for example
Benefits given only to managers and above

If benefits are indistinguishable in the jobs being compared, they do not need to be costed. What is to be included at first advice seems to be quite broad which ranges from pension benefits to car allowances. We will be working closely with Touche-Ross on this aspect of our costing and will rely on further clarification from the commission as we progress. It is guidelines such as this that are substantially increasing the workload of this project and could not be determined January 1988 when the legislation came into effect.

Prepared by: M. Abraham
Co-ordinator, Pay Equity Project

Submitted by: B. Sinclair,
Superintendent of Human Resources

Approved by: K. A. Rielly,
Director of Education and Secretary

Office of Education
Washington, D.C.
June 15, 1964

TO THE CHAIRMAN AND MEMBERS
NATIONAL ACADEMY OF EDUCATION
WASHINGTON, D.C.

Dear Mr. Chairman:

THE NATIONAL ACADEMY OF EDUCATION

The following information was received from the National Academy of Education:

The National Academy of Education is a non-profit organization and will continue to be organized as such. It is not a government agency and will continue to be organized as such.

The National Academy of Education is a non-profit organization and will continue to be organized as such. It is not a government agency and will continue to be organized as such.

The National Academy of Education is a non-profit organization and will continue to be organized as such. It is not a government agency and will continue to be organized as such.

1. The National Academy of Education is a non-profit organization and will continue to be organized as such. It is not a government agency and will continue to be organized as such.

2. The National Academy of Education is a non-profit organization and will continue to be organized as such. It is not a government agency and will continue to be organized as such.

It is requested that the National Academy of Education be organized as a non-profit organization and will continue to be organized as such. It is not a government agency and will continue to be organized as such.

Respectfully,
Chairman, National Academy of Education
National Academy of Education
Washington, D.C.

**REPORT OF THE
RACE RELATIONS COMMITTEE**

Present: Canon Joseph Rogers (Chairman);
Trustees Allen and Clarke.

Not

Present: Trustees Bell and Deans

Also

Present: Santokh Pooni

Officials K. A. Rielly (Director of Education and Secretary)

Present: B. Sinclair (Superintendent of Human Resources)
S. Barrs (Consultant, Values Education)
Ms. L. Sproule-Jones (Co-ordinator, Affirmative Action)
J. Paterson (Internal Auditor)
R. Binns (Superintendent of Schools, Area 3)

The Committee recommends:

GENERAL

1. That the amended document be approved as presented.
2. That this draft document be presented to the P&O Committee, to include background information, an indication of strategies to be used for distribution, data gathering, implementation of inservice and resources necessary.

Respectfully submitted

Canon Rogers
Chairman

Meeting Room,
1988 11 23

subject to the provisions of funding by the Ministry of Education,
the position of Liaison Teacher, Section 12 Programs, be upgraded to
that of Consultant, Section 12 Programs, effective January 1, 1991.

Prepared & submitted by: Peter H. Macgregor
Superintendent of Curriculum and
Special & Educational Services

Bruce Sinclair
Superintendent of Human Resources

Approved by: Keith A. Rielly
Director of Education and Secretary

REPORT OF THE
NATIONAL BOARD OF GOVERNORS

Canon Joseph Rogers (Chairman)
Francis Allen and others

Francis Allen and others

Francis Allen

E. A. Kelly (Director of Education and Research)
B. Smith (Secretary of the Board)
S. Davis (Assistant Secretary)
W. C. Smith (Assistant Secretary)
J. Rogers (Assistant Secretary)
E. Allen (Assistant Secretary)

The Committee recommends:

GENERAL

That the attached document be approved as presented.

That this draft document be presented to the Board
for consideration, to which the Board and members of
the Board of Education be invited to give their
attention and consideration of the document and
to make suggestions.

Respectfully submitted

Canon Rogers
Chairman

Meeting Room
1966 11 15

100 Main Street West
Hamilton, Ontario L8N 3L1
1988 11 30

To the Chairman and Members
Personnel & Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

**RE: SECTION 16 PROGRAMS
UPGRADING THE POSITION OF LIAISON TEACHER
TO THAT OF CONSULTANT**

Discussion has been initiated by the Relations Committee of the Hamilton Teachers' Federation regarding the role description of the Section 16 Liaison Teacher. It is the feeling of the Federation that a responsibility allowance is warranted for this full-time position.

At the present time, the Liaison Teacher is working in the capacity of a teacher. A role description of the current position is attached (see Appendix I). The primary function of the role is to liaise and consult with community agencies which operate educational programs in care, treatment and correctional facilities. Consultation with educators and careful monitoring of contractual agreements also occur in this role. After evaluating the present role description, it is the opinion of Administration that the position should now become one of added responsibility.

This matter has been discussed with Education Officers of the Ministry of Education. They have verbally approved this new role description and would recognize it as a position of added responsibility. They recommend the position be that of a "Consultant" with an additional responsibility allowance of \$3,600, to be paid by the Ministry of Education, under the General Legislative Grants (Section 16) 1986.

Upon approval by the Board, a job posting will occur for this new position in accordance with the collective agreements.

IT IS RECOMMENDED THAT:

**subject to the provision of funding by the Ministry of Education,
the position of Liaison Teacher, Section 16 Programs, be upgraded to
that of Consultant, Section 16 Programs, effective January 1, 1989.**

Prepared & submitted by: Peter S. Beveridge
Superintendent of Curriculum and
Special & Educational Services

Bruce Sinclair
Superintendent of Human Resources

Approved by: Keith A. Rielly
Director of Education and Secretary

In the presence of the
President of the United States
Washington, D.C.

James Earl Ray

IN WITNESS WHEREOF
I have hereunto set my hand and
the seal of the Federal Bureau of Investigation
this 1st day of May, 1968

Witness my hand and the seal of the Federal Bureau of Investigation
this 1st day of May, 1968 at Washington, D.C.

At the present time, the above-named subject is being held in custody at the
Federal Bureau of Investigation, Washington, D.C. The present custody is being
maintained for the purpose of conducting a thorough investigation of the
subject's activities and to determine if he is a threat to the national
security. The subject is being held in custody at the Federal Bureau of
Investigation, Washington, D.C. The present custody is being maintained
for the purpose of conducting a thorough investigation of the subject's
activities and to determine if he is a threat to the national security.

The present custody is being maintained for the purpose of conducting a
thorough investigation of the subject's activities and to determine if he
is a threat to the national security. The present custody is being
maintained for the purpose of conducting a thorough investigation of the
subject's activities and to determine if he is a threat to the national
security.

Upon approval by the Board of Prisoners, the subject will be released
into the custody of the Federal Bureau of Investigation.

IT IS RECOMMENDED THAT

subject to the type of custody as recommended by the Board of Prisoners
and the Federal Bureau of Investigation, Washington, D.C. The present
custody is being maintained for the purpose of conducting a thorough
investigation of the subject's activities and to determine if he is a
threat to the national security.

Approved and Recommended by: James Earl Ray
Special Agent in Charge, Federal Bureau of Investigation
Washington, D.C.

Approved by: James Earl Ray
Special Agent in Charge, Federal Bureau of Investigation
Washington, D.C.

J O B D E S C R I P T I O N
SPECIAL EDUCATION CONSULTANT (Section 16 Programs)

RESPONSIBLE TO: Superintendent of Curriculum and Special & Educational Services

The Special Education Consultant (Section 16) will work in concert with members of Special Services to:

1. Act as a resource person to treatment centres and Area teams in order to provide leadership in the educational prescription and monitoring of Section 16 educational programs.
2. Consult relative to the assessment, conferencing and presentation of candidates to an Identification, Placement and Review Committee.
3. Assist in a regular review of the progress of pupils in Section 16 programs.
4. Assist in the continual assessment of the Section 16 programs.
5. Organize staff development programs for special education teachers, educational assistants and regular staff.
6. Liaise with community agencies and related professionals.
7. Perform such other relevant duties as may be assigned by the Superintendent of Curriculum and Special & Educational Services.

PORTFOLIO - SECTION 16 PROGRAMS

The Special Education Consultant (Section 16) will assist the Co-ordinator to:

1. Organize and convene the Special Education Identification, Placement and Review Committee for Section 16 Programs.
2. Ensure that the Section 16 educational programs operate in accordance with the Acts and Regulations of the Ministry of Education, Ontario, but not in conflict with the Acts and Regulations as outlined in the Children's Mental Health Act, Child and Family Services Act, or Young Offenders Act.
3. Co-operate with Consultants and Co-ordinators of all subject areas in the development of components of programs and courses that will meet the needs of students in Section 16 programs.

(Cont'd. . . .)

THE SPECIAL EDUCATION COMMITTEE

1. The Special Education Committee shall be composed of the following members:

The Special Education Committee shall be composed of the following members:

1. A representative of the Board of Education and the State Board of Education.
2. A representative of the State Board of Education.
3. A representative of the State Board of Education.
4. A representative of the State Board of Education.
5. A representative of the State Board of Education.
6. A representative of the State Board of Education.
7. A representative of the State Board of Education.

MEMBERSHIP

The Special Education Committee shall be composed of the following members:

1. The Superintendent of Schools.
2. The Board of Education.
3. The State Board of Education.

Job Description
Special Education Consultant (Section 16 Programs)

4. Establish effective liaison with appropriate Ministries and counterparts in other Boards.
5. Organize staff development opportunities for teachers of Section 16 programs and regular staff.
6. Oversee the maintenance of records, admission, placement, and discharge with respect to the student's educational program.
7. Prepare such reports on the educational program as required by the Ministry, Board, or Superintendent of Curriculum and Special & Educational Services.
8. Order supplies, equipment and other formal requests from the facilities using the guidelines established by the Board.
9. Perform such other relevant duties as may be assigned.

* * * * *

1. Develop effective plans with appropriate objectives and outcomes in order to:
2. Coordinate with the relevant agencies for the Section 17 program and report on the progress of the program.
3. Develop the management of the program, including the development of the program's strategic plan.
4. Report on the progress of the program to the relevant agencies and the public.
5. Establish and maintain a good working relationship with the relevant agencies and the public.
6. Establish and maintain a good working relationship with the relevant agencies and the public.

Education Centre
100 Main Street West
Hamilton, Ontario
1988 12 08

To the Chairman and Members
Personnel & Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That Heidemarie Rinas be appointed to the Probationary Staff, effective 1989 01 02 (1/6 -- 2/6 Sem. 1 only), with salary according to schedule. (secondary)

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Paul Clarke, 1988 11 21 to further notice (secondary)
Linda Craig, 1988 12 05 to 1989 03 31 (elementary)
Joan Gay, 1988 11 15 to further notice (elementary)
Barbara Jarrett, 1988 09 29 to further notice (secondary)
Joan Linkert, 1988 10 25 to further notice (secondary)
Darlene Murray, 1989 01 03 to 1989 04 28 (elementary)
Mary Elaine Tschofen, 1988 12 01 to 1989 01 31 (secondary)

(c) That Michelle Haggerty be appointed to the Probationary Clerical Staff (.7) (Category B2 - maximum \$394.00 per week), effective 1988 11 17, with salary according to the salary schedule.

(d) That Rita Sturrock be appointed to the Probationary Secondary School Clerical and Secretarial Staff, (Level 1 - maximum \$380.88 per week), effective 1988 11 23, with salary according to the Collective Agreement.

(e) That the following be appointed to the permanent Educational Assistant Staff, effective as shown, with wage rate according to the Collective Agreement:

Kathleen Cadeau, 1988 12 06
Susan Crawford, 1988 12 06
Judy Dalmer, 1988 12 06
Sharon Davis, 1988 12 12
Cindy Dickens, 1988 12 17
Angela Heugh, 1988 12 19
Suzanne Lee, 1988 12 06
Earl Lundy, 1988 12 06
Anne MacDonald, 1988 12 06
Kathie Machida, 1988 12 06
Monica Morgan, 1988 12 20
John Morris, 1988 12 06
Joanne Neil, 1988 12 26
Denise Walsh, 1988 12 20

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1984-1985

(f) That the following be appointed to the probationary Educational Assistant Staff, effective as shown, with wage rate according to the Collective Agreement:

Joan Cooper, 1988 11 15
Sandra Dunsdon, 1988 10 11
Janice Stanhope, 1988 11 25

(g) That Gail Tessier, Elementary School Clerical and Secretarial Staff, be assigned to the position of Office Assistant, Computers in Education Department, (Category D - maximum \$472.00 per week), on a temporary basis, effective 1988 11 28 to 1989 06 30, with salary according to the salary schedule.

(h) That the resignation of John Wismer, who is retiring on Superannuation, effective 1989 04 21, be accepted with regret, and that the Board's gratuity be paid (secondary).

(i) That the resignation of Rose Salciccioli, Elementary School Clerical and Secretarial Staff, for the purposes of retirement, be accepted with regret, effective 1989 01 31, and that the Board's gratuity be paid.

(j) That Betty Anderson, Clerical Staff, be promoted to the position of Buyer-Clerk, Purchasing, (Category C - maximum \$429.00 per week), effective 1988 11 28, with salary according to the salary schedule.

(k) That Helene Arthur, Elementary School Clerical and Secretarial Staff, be promoted to the position of Secretary, Superintendent of Curriculum and Special and Educational Services, (Category E - maximum \$491.00 per week), effective 1988 11 28, with salary according to the salary schedule.

(l) That Carolyn Wilson, Clerical Staff, be promoted to the position of Secretary, Research Services, (Category C - maximum \$429.00 per week), effective 1988 11 28, with salary according to the salary schedule.

(m) That the following Probationary teachers be transferred to the Permanent Staff, effective 1989 01 01, with salaries according to schedule:

Barry Bodo (elementary)
David Bradbury (elementary)
Diana Hill (elementary)
Karen Rutledge (elementary)
Nancy Voyer (elementary)
Kenneth Ward (elementary)

(n) That Kathy Faulknor be transferred to the Probationary Secondary School Clerical and Secretarial Staff, (Level 1 - maximum \$380.88 per week), effective 1988 11 14, with salary according to the Collective Agreement.

(o) That Beverley Wilson be appointed to the Probationary Clerical Staff, (Category C - maximum \$429.00 per week), effective 1988 11 28, with salary according to the salary schedule.

(p) That Gloria Woodruff be returned from Leave of Absence and assigned teaching duties, effective 1989 01 01. (elementary)

(q) That the request of Donna Bennett for an Adoption Leave of Absence, effective 1988 12 05 to 1989 03 17, be granted. (elementary)

17) That the following be appointed to the Probationary Educational Staff, effective as shown, with wage rates according to the Collective Agreement:

- John Grogan, 1985 11 15
- Samuel Henson, 1985 11 11
- James Stenop, 1985 11 21

(2) That David Tomlin, Elementary School District and Probationary Staff, be assigned to the position of Office Assistant, Department of Education, effective 1985 11 21, on a temporary basis, effective 1985 11 21 to 1985 12 31, with salary according to the salary schedule.

(3) That the resignation of John Wilson, who is retiring on superannuation, effective 1985 04 11, be accepted with regret, and that his Board's gratitude be paid (sincerely).

(4) That the resignation of John Stenop, Elementary School District and Probationary Staff, for the purpose of retirement, be accepted with regret, effective 1985 11 21, and that the Board's gratitude be paid.

(5) That Betty Anderson, Clinical Staff, be promoted to the position of Speech-Language Pathologist, Category C - maximum \$425.00 per week, effective 1985 11 21, with salary according to the salary schedule.

(6) That Wayne Wilson, Elementary School District and Probationary Staff, be promoted to the position of Secretary, Department of Education and Speech-Language Pathologist, Category E - maximum \$495.00 per week, effective 1985 11 21, with salary according to the salary schedule.

(7) That Carolyn Wilson, Clinical Staff, be promoted to the position of Secretary, Department of Education, Category D - maximum \$410.00 per week, effective 1985 11 21, with salary according to the salary schedule.

(8) That the following Probationary teachers be transferred to the Probationary Staff, effective 1985 01 01, with salaries according to schedule:

- Betty Cook (elementary)
- David Stenop (elementary)
- Blana Hall (elementary)
- Karen Korte (elementary)
- Nancy Voyer (elementary)
- Kenneth Ward (elementary)

(9) That Kathy Fochman be transferred to the Probationary Elementary School District and Probationary Staff, Level 1 - maximum \$380.88 per week, effective 1985 11 14, with salary according to the Collective Agreement.

(10) That Betty Wilson be appointed to the Probationary Clinical Staff, Category C - maximum \$425.00 per week, effective 1985 11 28, with salary according to the salary schedule.

(11) That Gloria Woodcock be returned from leave of absence and assigned teaching duties, effective 1985 01 01. (elementary)

(12) That the request of James Bennett for an absence leave of absence, effective 1985 12 02 to 1985 02 13, be granted. (elementary)

(r) That the request of Jeannie Hughes for a Maternal Leave of Absence, effective 1989 01 30 to 1989 05 26, be granted in accordance with conditions governing Maternal Leave. (elementary)

(s) That the request of Karen Andreychuk for a Parental Leave of Absence, effective 1988 12 29 to 1989 08 31, be granted. (elementary)

(t) That the requests of the following teachers for extensions of their Personal Leaves of Absence, effective as shown, be granted:

Richard Banek, 1989 02 01-1989 08 31 (secondary)

B. Jane Couper, 1989 02 01 to 1989 08 31 (secondary)

Beverley Turner, 1989 01 01-1989 12 31 (elementary)

(u) That Barbara Penner, Educational Assistant, be returned from a Maternal Leave of Absence, effective 1989 01 03.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

1. That the report of John Hughes for a Personal Leave of Absence, dated 1957 01 22 to 1957 02 26, is granted in accordance with conditions governing National Leave. (Information)

2. That the report of John Hughes for a Personal Leave of Absence, dated 1957 02 27 to 1957 03 26, is granted. (Information)

3. That the report of the following persons for extension of their Personal Leave of Absence, effective as shown, is granted:

- Stanley Smith, 1957 01 01 to 1957 02 21 (Information)
- E. Jack Brown, 1957 01 01 to 1957 02 21 (Information)
- Norman Brown, 1957 01 01 to 1957 02 21 (Information)

4. That Eugene Brown, National Assistant, be returned from National Leave of Absence, effective 1957 03 27.

Respectfully submitted,

J. A. Smith,
Director of Personnel
and Industry

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WORKING TOWARDS A RACE RELATIONS AND ETHNOCULTURAL EQUITY POLICY

The Board of Education for the City of Hamilton has taken a proactive position in developing a Race Relations and Ethnocultural Equity Policy. Trustees, senior administrators and consultative staff have actively participated in drafting a working paper which will be made available to employees, students, parents, community groups and interested individuals. It is the intent of the Board of Education for the City of Hamilton that the process for developing a Race Relations and Ethnocultural Equity policy be open and flexible to ensure system and community input and ownership.

The Process

The following committees have been formed within the Board to assist in the development of a Race Relations and Ethnocultural Equity working paper and its evolution into policy.

Trustee Steering Committee:

Task: To provide direction for policy development. (This committee includes a number of trustees as well as the Director, the Associate Director, the Superintendent of Human Resources, the Values Education Consultant, the Affirmative Action Co-ordinator, a representative from the Mayor's Race Relations Committee and a Race Relations Directorate Consultant.)

Trustee Design Committee:

Task: To design and facilitate policy development. (This committee includes several trustees as well as the Director, the Associate Director, the Values Education Consultant, the Affirmative Action Co-ordinator and a school principal.)

Support Staff Committees:

Task: To develop a specific component of the policy. (These committees are made up of support staff who have system responsibility for the component they are developing.)

Under the direction of the Trustee Steering Committee, the Trustee Design Committee established a number of potential policy components and assigned the development of those components to key personnel within the system. The following chart provides an overview of the components as originally established and the key personnel assigned to component development.

SUPPORT STAFF COMMITTEES AND THEIR COMPONENT RESPONSIBILITY

COMPONENT	KEY PERSONNEL
Historical Perspective/The Foundation	Trustee Race Relations Steering Committee
Statement of Principle	Trustee Race Relations Steering Committee
Leadership Initiatives	The Director
Research	The Supervisor of Research
Employment Practices	Superintendent of Human Resources and staff in liaison with the Director
School-Community Relations	System Public Relations Committee
Curriculum	Superintendent of Curriculum and Special Services in liaison with Co-ordinator/Consultant Staff
Special Services (student reception, assessment, monitoring and placement)	Superintendent of Curriculum and Special Services in liaison with Co-ordinator/Consultant
Support Services in Guidance	Co-ordinator of Guidance and staff
Staff Development	Staff Development Program Leader in liaison with Staff Development Advisory Council
Learning Materials	Superintendent of Curriculum and Special Services and Co-ordinator of Library/ Media Services in liaison with Co-ordinator/Consultants
Heritage Languages	Co-ordinator of Continuing Education
Racial/Ethnocultural/Religious Harassment	Affirmative Action Co-ordinator & Committee
School Response to Racial Incidents	Reps. from H.P.A. and Secondary Principals
Affirmative Action	Affirmative Action Co-ordinator & Committee

As each component was developed it was presented to the Trustee Design Committee for review and where necessary was returned to the appropriate Support Staff Committee for revision. This exchange took place a number of times until the Trustee Design Committee felt comfortable in presenting various components of the working paper to the Trustee Steering Committee. After much discussion, the Trustee Steering Committee would either accept certain components as written or refer components back to the Trustee Design Committee for revision. This on-going process of sharing between the Trustee Steering Committee, Trustee Design Committee and the Support Staff Committees resulted in a draft version of the working

paper being presented to the Trustee Steering Committee in July 1988. At this time it was decided to edit the draft version to eliminate overlapping and to produce a more succinct and coherent draft of the working paper. The Values Education Consultant and the Affirmative Action Co-ordinator with the support of the Director and the Trustee Design Committee edited the July 1988 draft and presented it to the Trustee Steering Committee in Nov. 1988 for acceptance.

The Trustee Steering Committee accepted the draft with some minor changes and agreed that a small committee under the leadership of the Director would seek funding assistance from the province for policy development and other initiatives related to race relations and ethnocultural equity.

The process for policy development continues as the Trustee Steering Committee seeks approval to move to the next stage of development to ensure wide-based system and community input. Such activities as the following are being suggested:

I. Policy Distribution:

A working paper, a questionnaire and an information brochure will be distributed as widely as possible to:

- | | | |
|-----------------------|---------------------------|------------------|
| • parents | • religious denominations | • administrators |
| • students | and organizations | • support staff |
| • ethnic associations | • cultural groups | • teachers |
| • race relations | • business | • librarians |
| committees | • industry | • secretaries |
| • trustees | • custodians | |

II. Town Meetings:

Town Meetings will be set up both through the initiatives of the Board of Education for the City of Hamilton and upon request from any of the above mentioned groups. These meetings will be led by the Director of Education with support from members of the Board's Race Relations Steering, Design and Support Staff Committees.

III. School/Community Conference:

A conference involving both school and community will be planned in order that students, staff and community may dialogue together and provide input into policy development. Within the framework of this conference experts in Race Relations and Ethnocultural Equity will be encouraged to participate as specially designated delegates.

This conference will be advertised to all communities within the city of Hamilton.

IV. A Conference Celebrating The Race Relations and Ethnocultural Equity Policy:

Once all input has been received and the policy has been developed and approved by the trustees, it will be distributed as widely as possible. A conference celebrating policy completion will be held. Leaders from student councils, school staffs and the community will be invited to receive their copy of the policy and to join with the Board of Education for the City of Hamilton in dedication to policy implementation. Experts in Race Relations and Ethnocultural Equity will be invited to participate as specially designated delegates.

**Towards a Race Relations
and Ethnocultural Equity Policy**

A Working Paper

**The Board of Education
for the City of Hamilton**

Draft - November, 1988

*Keith A. Kelly
Director of Education
and Secretary of the Board*

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Towards a Race Relations and Ethnocultural Equity Policy

A Working Paper

The Board of Education
for the City of Hamilton

Draft - November, 1988

PLEASE RETURN TO THE BOARD

A Note from the Director:

The Board of Education for the City of Hamilton has taken a proactive position in developing a Race Relations and Ethnocultural Equity Policy. Trustees, senior administrators and consultative staff have participated actively in drafting a working paper which will be made available to employees, students, parents, community groups and interested individuals.

It is our intent to provide as many opportunities as possible for staff, parents, community groups and interested individuals to discuss, give input to and become a part of the development of a Race Relations and Ethnocultural Equity Policy.

We invite and welcome your response.

*Keith A. Rielly
Director of Education
and Secretary of the Board*

The Board of Education for the City of Chicago has taken a position upon the development of a State System and a National Training System. It is not a matter of administration and organization, but a matter of principle. In developing a system which will be made available to all people, the State should encourage private and corporate institutions.

It is our intent to provide as many opportunities as possible for the people of this country to receive the highest education. We believe that the State should be responsible for the development of a State System and a National Training System, and should become a part of the development of a State System and a National Training System.

The Board of Education has taken this position.

Respectfully,
Director of Education
and Secretary of the Board

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Statement of Principle

In the spirit of the Canadian ideal and in support of our provincial and municipal Race Relations policies, The Board of Education for the City of Hamilton recognizes its responsibilities as an employer and a major centre of socialization within the Hamilton community. The Board of Education for the City of Hamilton is dedicated to education that promotes positive race relations and multiculturalism.

We are committed to

- An environment which respects and celebrates the racial, ethnic, cultural and religious plurality of our society;
- Policies, programs and school environments which encourage all students, employees, parents, trustees and members of our wider community to fully contribute to and benefit from our rich multi-racial, multi-ethnic, multi-cultural, multi-religious society;
- The belief that all doctrines and practices of racial, ethnic, cultural and/or religious superiority are reprehensible, socially destructive and contrary to the policies of this Board;
- The elimination of any expression of racial, ethnic, cultural or religious bias in any form by its trustees, employees or students;
- Pursuing an active role in the elimination of all racial, ethnic, cultural and religious discrimination, including those policies and practices which, while not intentionally discriminatory, have a discriminatory effect.

Statement of Principles

In the spirit of the Declaration and in support of our national and international
Black religious beliefs. The Board of Directors for the City of Houston recognizes the
importance of an employer and a major source of socialization within the Black
community. The Board of Directors for the City of Houston is dedicated to ensuring
that persons from all race relations and social classes

are provided to

- An environment which respects and celebrates the racial, ethnic, cultural
and religious diversity of our society.
- Policies, programs and services which encourage all persons
employee, customer, business and member of our society to fully
contribute to and benefit from our multi-racial, multi-ethnic and
cultural multi-religious society.
- The belief that all workers and practices of racial, ethnic, cultural and/or
religious superiority are rejected, socially destructive and contrary to
the interest of the Board.
- The elimination of any expression of racial, ethnic, cultural or religious bias
in any form by its members, employees or visitors.
- Ensuring an active role in the elimination of all racial, ethnic, cultural and
religious discrimination including those policies and practices which, while
not intentionally discriminatory, have a discriminatory effect.

The Foundation

In Canada, every individual is equal before and under the law and has the right to the general protection and equal benefit of the law without discrimination based on race, nationality or ethnic origin, colour, religion, sex, age or mental or physical disability.¹

Similarly, public policy in Ontario recognizes the dignity and worth of every person and provides for equal rights and opportunities without discrimination. Ontario is committed to racial equality, the development of a harmonious race relations climate, and the implementation of positive and active measures that promote the equal participation of racial minorities in all facets of Ontario life. The responsibility for promoting positive race, ethnic, cultural and religious relations, and for combatting discrimination lies with all sectors of our society.²

In accordance with provincial policy, the Corporation of the City of Hamilton is committed to a multi-racial, multi-ethnic, multi-cultural and multi-religious society. It considers the presence of people from a wide range of racial, ethnic, cultural and religious backgrounds to be a reflection of both the Canadian and Ontario ideal, and a source of enrichment and strength. The City affirms this diverse character of Hamilton by expressing the equality of rights and privileges of all its citizens.³

1. Adapted from the Canadian Charter of Rights and Freedoms, 1982, Section 15.
2. Adapted from the Human Rights Code, Ontario, 1982 and the Ontario Policy of Race Relations, 1986 and Ontario Human Rights Commission, Towards a Policy: Race and Ethnic Relations in the Education System, 1986.
3. Taken from the Policy on Race Relations for the Corporation of the City of Hamilton, 1986.

The Foundation

In Canada, every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on race, national origin, colour, sex, age or marital status.

Equality before the law is a principle that is fundamental to the Canadian system of government. It is a principle that is enshrined in the Constitution of Canada. The Constitution is the supreme law of Canada. It is the foundation of the Canadian system of government. It is the source of the powers of the federal government, the provinces, and the municipalities. It is the source of the rights and freedoms of the Canadian people. It is the source of the responsibilities of the Canadian people. It is the source of the unity and integrity of the Canadian nation.

In Canada, every individual has the right to life, liberty and security of the person. This right is guaranteed by the Canadian Charter of Rights and Freedoms. The Charter is a part of the Constitution of Canada. It is the supreme law of Canada. It is the foundation of the Canadian system of government. It is the source of the powers of the federal government, the provinces, and the municipalities. It is the source of the rights and freedoms of the Canadian people. It is the source of the responsibilities of the Canadian people. It is the source of the unity and integrity of the Canadian nation.

1. The Canadian Charter of Rights and Freedoms is a part of the Constitution of Canada.
2. The Canadian Charter of Rights and Freedoms is the supreme law of Canada.
3. The Canadian Charter of Rights and Freedoms is the foundation of the Canadian system of government.

Aim

To develop a Race Relations and Ethnocultural Equity Policy that will

- Reflect the spirit and the content of the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Policy on Race Relations for the Corporation of the City of Hamilton and the report of the Provincial Advisory Committee on Race Relations;
- Change institutional policies and practices which may be discriminatory, and individual behaviours and attitudes that reinforce racism;
- Be clearly stated, easily understood and reflect input from trustees, employees, students, parents, community groups and interested individuals;
- Promote positive Race Relations and Multiculturalism and a code of human conduct and treatment that will apply not only to racial, ethnic, cultural and religious groups; but also to all trustees, employees, students, parents, community groups and interested individuals who are associated with the Board of Education for the City of Hamilton.

Aim

To develop a Race Relations and Ethnicity Policy that will:

- Define the spirit and intention of the Council's Policy of Equality and Fairness, the Council's Human Rights Code, the Policy on Race Relations for the Corporation of the City of London and the spirit of the Provisional Advisory Committee on Race Relations;
- Clarify institutional duties and responsibilities which may be discharged and how they should be done and to ensure that resources are used;
- Be clearly stated, easily understood and reflect current practice, equality- and diversity, equality, community groups and individual responsibilities;
- Provide positive Race Relations and Equal Opportunities and a code of practice to ensure that all staff and other people who work for the Council and its various groups and services are aware of and act in accordance with the Policy of Equality and Fairness and the Human Rights Code.

Rationale

The multiculturalism policy enacted by Parliament in 1971 encouraged greater recognition of Canadian society as a mosaic of many cultures and provided the impetus for educators to examine its impact on schooling. As a result, Multicultural Education policies and programs were developed to reduce prejudice and to change attitudes.

These programs have been mainly optional, have been fragmented in content and have lacked clarity, continuity and co-ordination. Superficial in nature, they have focused on food, dress and holidays instead of linking these to values and belief systems which support cultural diversity. Important factors in shaping cultural identity such as racial, linguistic, religious, regional, socio-economic and gender differences have often been ignored.

Multicultural initiatives by schools and school boards have not adequately addressed racial discrimination and inequities which are systemic within the policies and practices of educational institutions.

The Board of Education for the City of Hamilton, recognizing the limitations of Multicultural Education as practised over the last decade, has taken a proactive position in developing a Race Relations and Ethnocultural Equity Policy in order to change institutional policies and practices which are discriminatory, and individual behaviours and attitudes that reinforce racism.

In developing a Race Relations and Ethnocultural Equity Policy, The Board of Education for the City of Hamilton believes that the responsibility for change belongs to everyone in the system. Trustees, administrators, principals, support staff, teachers, librarians, secretaries and custodians must work in collaboration with parents, diverse communities and students themselves.

By developing and implementing a Race Relations and Ethnocultural Equity Policy, the Board of Education for the City of Hamilton seeks to ensure that all children enjoy equal opportunity to develop skills necessary for living and working successfully within their own community and the greater communities of Ontario and Canada.

Reflections

The multiracial policy enacted by Parliament in 1971 encouraged greater recognition of Canadian society as a result of many efforts and programs. The Department for Education in Ontario has been successful. As a result, the various ethnic groups and programs were developed to reduce prejudice and to change attitudes.

These programs have been greatly appreciated, have been recognized as successful and have helped change attitudes and perceptions. The Department for Education has been successful in developing these programs and has been successful in changing attitudes and perceptions. The Department for Education has been successful in developing these programs and has been successful in changing attitudes and perceptions. The Department for Education has been successful in developing these programs and has been successful in changing attitudes and perceptions.

Minority and indigenous groups have been successful in changing attitudes and perceptions. The Department for Education has been successful in developing these programs and has been successful in changing attitudes and perceptions. The Department for Education has been successful in developing these programs and has been successful in changing attitudes and perceptions.

The Board of Education for the City of Hamilton recognized the limitations of Multicultural Education as presented over the last decade. The Board has taken a proactive position in developing a new Multicultural and Ethnicity Policy in order to change institutional policies and practices which are discriminatory and inhibit cultural behaviors and attitudes that enhance racism.

In developing a new Multicultural and Ethnicity Policy, the Board of Education for the City of Hamilton believes that the responsibility for change belongs to every one in the system. Teachers, administrators, principals, support staff, teachers, librarians, secretaries and custodians must work in collaboration with parents, diverse communities and students themselves.

In developing and implementing a new Multicultural and Ethnicity Policy, the Board of Education for the City of Hamilton seeks to ensure that all children enjoy equal opportunity to develop skills necessary for living and working successfully within their own community and the greater community of Ontario and Canada.

Process

The following committees have been formed within the Board to assist in the development of this working paper and its evolvement into policy.

Trustee Steering Committee:

Task: To provide direction for policy development. (This committee includes a number of trustees as well as the Director, the Associate Director, the Superintendent of Human Resources, the Values Education Consultant, the Affirmative Action Co-ordinator, a representative from the Mayor's Race Relations Committee and a Race Relations Directorate Consultant.)

Trustee Design Committee:

Task: To design and facilitate policy development. (This committee includes several trustees as well as the Director, the Associate Director, the Values Education Consultant, the Affirmative Action Co-ordinator and a school principal.)

Support Staff Committees:

Task: To develop a specific component of the policy. (These committees are made up of support staff who have system responsibility for the component they are developing.)

In order to provide as many opportunities as possible to discuss, give input to and become a part of the development of a Race Relations and Ethnocultural Equity Policy, this working paper, a questionnaire and an information brochure will be distributed as widely as possible to the following groups:

- parents
- students
- ethnic associations
- race relations committees
- religious denominations and organizations
- cultural groups
- business
- industry
- trustees
- administrators
- support staff
- teachers
- librarians
- secretaries
- custodians

Purpose

The following committees have been formed within the Board to assist in the development of the working paper and its evolution into policy.

Executive Committee

Task: To provide direction for policy development. (This committee includes a number of members as well as the Director, the Associate Director, and the Superintendent of Human Resources, the / Administrative Assistant, the Administrative Action Co-ordinator, a representative from the Board's Public Relations Committee and a Public Relations Liaison-see Committee.)

Policy Design Committee

Task: To design and facilitate policy development. (This committee includes several members as well as the Director, the Associate Director, the Administrative Action Co-ordinator, the Administrative Action Co-ordinator, and a Public Liaison.)

Support Staff Committee

Task: To develop a specific component of the policy. (These committees are made up of support staff who have specific responsibility for the component they are developing.)

In order to provide as many opportunities as possible to discuss your input in and become a part of the development of a Public Relations and Human Resources Policy, the working paper a questionnaire and an information brochure will be distributed as widely as possible to the following groups:

- | | | |
|------------|---------------------------|------------------|
| • parents | • religious organizations | • administrative |
| • students | • ethnic associations | • support staff |
| • faculty | • business community | • teachers |
| • trustees | • industry | • librarians |
| | • business | • students |
| | • industry | • trustees |

Once all response is received, the Trustee Design Committee in liaison with the Trustee Steering Committee and the Support Staff Committees will review all aspects of the working paper, make necessary revisions and make recommendations for implementation. The revised working paper, along with recommendations for implementation, will be submitted to the Board for approval.

Trustees of the Board of Education for the City of Hamilton should take an active leadership role in the development and implementation of the Race Relations and Ethnocultural Equity Policy of the Board. With the administration and they should ensure that this Policy is communicated widely and is accessible to staff, students and community alike.

- The Board should seek funding from various branches of government to support the development and implementation of a Race Relations and Ethnocultural Equity Policy.
- The Director, Supervisory Officers and other administrative personnel should continue to provide leadership for programs and projects that implement multi-racial, multi-ethnic, multi-cultural, multi-religious and non-discriminatory education for all Hamilton Board of Education students.
- Principals, vice-principals and all school staff should provide school-based leadership and active support for the Board's Race Relations and Ethnocultural Equity Policy and promote its implementation and continuous evaluation within the schools.

The Board's leadership should equitably represent men and women from racial, ethnic, cultural and religious groups living within the Board's jurisdiction. Where such equitable representation is lacking, the Board should take steps to achieve it.

- Persons selected for leadership should have experience in anti-racial education and have sensitivity to race relations and ethnocultural equity issues.

Leadership Initiatives

The Board of Education for the City of Hamilton expects all staff in positions of leadership within the system to actively foster an environment of respect for the racial, ethnic, cultural and religious plurality of both our national and local society; and to take the lead in the development of anti-racist education as well as an anti-racist climate in all of our classrooms and buildings.

Trustees of the Board of Education for the City of Hamilton should take an active leadership role in the development and implementation of the Race Relations and Ethnocultural Equity Policy of the Board. With the administrative staff, they should ensure that this Policy is communicated widely and is accessible to staff, students and community alike.

- The Board should seek funding from various branches of government to support the development and implementation of a Race Relations and Ethnocultural Equity Policy.
- The Director, Supervisory Officers and other administrative personnel should continue to provide leadership for programs and practices that implement multi-racial, multi-ethnic, multi-cultural, multi-religious and non-discriminatory education for all Hamilton Board of Education students.
- Principals, vice-principals and all school staff should provide school-based leadership and active support for the Board's Race Relations and Ethnocultural Equity Policy and promote its implementation and continuous evaluation within the schools.

The Board's leadership should equitably represent men and women from racial, ethnic, cultural and religious groups living within the Board's jurisdiction. Where such equitable representation is lacking, the Board should take steps to achieve it.

- Persons selected for leadership should have experience in anti-racist education and have sensitivity to race relations and ethnocultural equity issues.

Leadership Initiative

The Board of Education for the City of Washington expects all staff members of leadership to be actively involved in the development of the school, ethnic, cultural and religious life of the school and to take the lead in the development of the school as well as an active role in all of the school's and district's activities.

Members of the Board of Education for the City of Washington expect an active leadership role in the development and implementation of the school's and district's policies and programs. With this understanding, they should ensure that the school is a community school and is committed to staff, students and community.

The Board should seek funding from various sources of government to support the development and implementation of a leadership and educational equity policy.

The District Superintendent, Directors and other administrative personnel should continue to provide leadership in programs and policies that implement educational, cultural, ethnic, and religious and non-discriminatory education for all students in the District of Columbia.

Leadership, staff, principals and all school staff should provide school-based leadership and active support for the Board's Leadership and Educational Equity Policy and program as implementation and continuous evaluation within the school.

The Board's leadership should equally represent men and women from racial, ethnic, cultural and religious groups living within the Board's jurisdiction. When such equitable representation is lacking, the Board should take steps to achieve it.

Persons selected for leadership should have experience in leadership education and have sensitivity to race relations and educational equity issues.

- **All committees established to address the issues of race relations and multiculturalism should be representative of the racial, ethnic, cultural and religious groups which constitute our community.**

The community of equity only if the needs of our multi-racial, multi-ethnic, multi-cultural and multi-religious groups are brought into clear focus and dealt with accordingly. A warm welcome must be extended to all minority members of the community to participate in the full life of the school. Individual differences should be treated with dignity and respect and be celebrated by all staff and students.

With regard to the adult community, the school system should continue to expand its offering of programs for this Commission and maximize the availability of school facilities in which minority community, women and social groups can meet.

The challenges of promoting good school-community relations involve all levels of school personnel. Within each school there should be a climate which is respectful of the differences in the backgrounds of students and which promotes awareness and respect among all staff.

Participation

Trustees and administrative staff should invite representatives from racial, ethnic, cultural and religious groups to express their views and share concerns on educational issues.

- Trustees should encourage continuing minority community participation on Board committees.
- Superintendents should establish a broadly-based community advisory committee to assist area schools in their roles relating to the Board's policies.
- Principals should undertake outreach strategies which encourage participation of minority members from the community as volunteers and as learning resource people filling a regular part of the school program.

All members are entitled to express the views of their nations and
multinational efforts to represent the world, ethnic, cultural
and religious groups which represent our community.

Community Relations

Hamilton is a truly cosmopolitan community. The school system can serve this community effectively only if the needs of our multi-racial, multi-ethnic, multi-cultural and multi-religious groups are brought into clear focus and dealt with sensitively. A warm welcome must be extended to all minority members of the community to participate in the full life of the school. Individual differences should be treated with dignity and respect and be celebrated by all staff and students.

With regard to the adult community, the school system should continue to expand its offering of programs for New Canadians and maximize the availability of school facilities in which minority community, recreational and social groups can meet.

The challenges of promoting ideal school-community relations involves all levels of school personnel. Within each school there should be a climate which is respectful of the differences in the backgrounds of students and which promotes awareness and support among all staff.

Participation

Trustees and administrative staff should invite representatives from racial, ethnic, cultural and religious groups to express their views and share concerns on educational issues.

- Trustees should encourage continuing minority community participation on Board committees.
- Superintendents should establish a broadly-based community advisory committee to assist area schools in their roles relating to the Board's policies.
- Principals should undertake outreach strategies which encourage participation of minority members from the community as volunteers and as learning resource people filling a regular part of the school program.

Community Relations

Education is a truly democratic institution. The school system is one of the few institutions in our society that is open to all, regardless of race, color, or social class. It is a place where every child has the opportunity to learn and grow. The school system is a reflection of our society, and it is our responsibility to ensure that it is a place where every child can thrive.

With regard to the school community, the school system should continue to expand its range of programs for the disadvantaged and provide the opportunity of school facilities in which students can learn, grow, and develop.

The challenge of providing equal educational opportunities for all students is a constant one. We must continue to work to ensure that every child has access to the same quality of education, regardless of their background or circumstances.

Integration

Teachers and administrators should make a commitment to the integration of ethnic, cultural, and religious groups to ensure that they and their students are fully integrated into the educational system.

- Teachers should encourage students to actively participate in the school community.
- Students should be encouraged to take an active role in the school community.
- The school system should provide a variety of programs and activities that are open to all students.
- The school system should provide a safe and supportive environment for all students.
- The school system should provide a high quality of education for all students.

Communication

The Board should ensure that there is effective communication explaining and implementing the Board's Race Relations and Ethnocultural Equity Policy to parent and community organizations.

- Information services in the school/system should reflect Hamilton's multicultural mix by highlighting, in a balanced way, the accomplishments of students of all origins. As well, there should be increased use of ethnic media and ethnic associations to present information in a variety of languages where necessary.
- Principals should provide a reception and orientation service for newly-arrived parents to acquaint them with the school and Hamilton's educational system.

First-Language Communication

The Board should support an interpretive service allowing first-language communication to take place where there is little or no fluency in English. This service would be made available to all schools on demand.

- The Superintendents of Schools should compile and update annually a list of qualified translators, provide an orientation program to acquaint translators with the school system, and establish an appropriate budget to provide services as required.
- Principals should provide interpretive services and communicate to the community in languages which reflect the composition of the community. Such interpretive services should be made available to principals through the superintendents' offices.

Resources

The Board should increase resources through establishing liaison with community groups, other boards of education, various levels of government, industry, business and agencies who are committed to the improvement of race and ethnic relations.

Conclusions

The Board should ensure that there is adequate communication regarding and supporting the Board's plans, policies and initiatives. It should be present and community organizations.

It should also ensure that the school system should reflect Hamilton's multiculturalism by highlighting in a balanced way the contributions of all groups. It should also ensure that the school system is a place of learning and growth for all students and that it is a place of learning and growth for all students.

The Board should provide a supportive and effective environment for all students and ensure that the school system is a place of learning and growth for all students.

Appendix 2: Recommendations

The Board should support an independent review of the school system to ensure that it is a place of learning and growth for all students. This review should be made available to all students and staff.

The Board should ensure that the school system is a place of learning and growth for all students. It should also ensure that the school system is a place of learning and growth for all students.

The Board should provide a supportive and effective environment for all students and ensure that the school system is a place of learning and growth for all students.

References

The Board should ensure that there is adequate communication regarding and supporting the Board's plans, policies and initiatives. It should be present and community organizations.

- Trustees should put additional resources into place — both staff and budget — in order to fulfill policy objectives.
- Superintendents should compile lists of individuals, minority organizations, agencies as well as internal staff who might be invited to visit schools as resource people.
- Principals, vice-principals, teachers, counsellors, teacher-librarians and support staff should use all appropriate internal and community resources as integral components of the classroom teaching/learning process.

Data Collection

The Board should develop a method of collecting data regarding the racial, ethnic, cultural and religious group membership of all students and their families in a school area. Community resources such as the Social Planning and Research Council, Multicultural Centre, Ontario Human Rights Commission and Race Relations Directorate should be consulted.

The Board should ensure that any research undertaken involving students, staff and/or the public shall be free from racial, ethnic, cultural, and religious stereotyping and bias.

Superintendents should ensure that surveys are conducted regularly to determine the degree of congruency between parental/community expectations and their perceptions of the school system.

- Teachers should not withhold negative feedback — both well and bad — in order to inhibit policy objectives.
- Superintendents should encourage the use of individualized feedback, rather than general feedback, as well as individualized feedback who might be invited to visit schools as resource people.
- Principals who participate in the study should be encouraged to monitor and support staff who use all appropriate feedback and encourage the use of individualized feedback of the classroom and the building process.

Data Collection

The Board should develop a method of collecting data regarding the school climate, cultural and religious group membership of all students and their families in a school area. Confidentiality is important to the Board, the staff and the community. Confidentiality should be maintained.

The Board should ensure that any research undertaken involving students and/or the public shall be done in a safe, ethical, cultural and religious environment and that.

Superintendents should ensure that surveys are distributed equitably to all schools in the region to ensure consistency between individual responses and their perceptions in the school system.

Curriculum

The Board of Education for the City of Hamilton is committed to the review, development and implementation of curriculum that gives an accurate portrayal of the racial, ethnic, cultural and religious diversity of the City of Hamilton, the province of Ontario, Canada and the world. A high priority is placed on the development of a positive attitude to these dimensions of our society. Strategies to help teachers recognize biased materials, develop more appropriate non-biased materials and teach students to recognize bias in all types of learning materials should be developed and made available.

The Board of Education for the City of Hamilton will continue to review, develop and implement curricula and co-curricular programs which provide opportunities for students to acquire positive attitudes toward racial diversity and cultural and religious heritage.

Review, Development and Implementation

Curricula and co-curricular programs should be developed in such a fashion as to provide opportunities for students to develop positive attitudes toward other racial, ethnic, cultural, and religious groups while promoting pride and understanding in their own racial, ethnic, cultural, and religious heritage. Through the acquisition of these positive attitudes, students will be able to address the hidden curricula which may arise in day to day activities in the school.

- School and program reviews should include an anti-racist and multi-racial, multi-ethnic, multi-cultural, multi-religious perspective. Guidelines, curriculum modules and resource documents should be developed for all areas at all grade levels to ensure that curriculum content and teaching strategies promote anti-racist and multi-racial, ethnic, cultural, religious education.
- Curriculum developers should, to the extent possible, involve parents and the community in the development and validation of second generation documents.
- Curriculum and teaching strategies should be developed to help stu-

dents recognize and deal with bias, stereotyping and discrimination.

- In-service opportunities for staff should be provided on an on-going basis to ensure the understanding and reinforcement of multi-racial, ethnic, cultural, religious and anti-racist concepts.
- An on-going committee should have the task of examining and monitoring the use of current curriculum and recommend changes compatible with the Board and Ministry of Education Policy.

Learning Materials

All learning materials should reflect our multi-racial, ethnic, cultural, religious society and the roles, experiences and contributions made by both men and women from these groups.

- New anti-racist and multi-racial, ethnic, cultural, religious materials from all segments of society should be collected and assessed for curriculum relevance before any dissemination.
- In selecting and purchasing new curriculum materials including textbooks and audiovisual material, teachers and support staff should consider the racial, ethnic, cultural and religious sensitivity of the material and make their selections based on reason and principle rather than personal opinion and bias.
- Learning materials should include language and illustrations of high standard which are free from stereotypes and provide positive role models.
- Learning materials should be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society.

Continuing Education

In general, there is a need to develop programs which will assist the whole family in the socialization process and lead to a greater understanding of Canadian life.

- Initiatives should be taken to develop and maintain programs such as upgrading classes and first-language classes as a part of the continuing education and summer school programs.
- The value of a multi-language education and the need of Heritage Language programs continues to be recognized. These programs will be made available to community groups who wish to participate

Reception

All staff in a school share the responsibility for the warm and sensitive manner with which a student new to a school is received. All staff therefore should be sensitive to and respect the special needs of the new immigrant student and/or a student from a visible minority group.

- The reception of the new student and his/her parents should be regarded as the time to begin a comprehensive information-gathering process leading to the development of a profile for the student.
- In both elementary and secondary schools new students and their parent/guardian should be given an orientation tour supported by a brochure and other orientation material explaining the school, the programs, subjects, levels of difficulty, clubs and extra-curricular activities. Whenever possible this material should be presented in the first language of the students, parents/guardians and discussed in order to make sure they are properly informed. Interpreters should be used where there is a recognized need.

Assessment

Every attempt should be made to provide a comprehensive picture of a student's capabilities and to avoid inappropriate programming.

- Various forms of assessment including achievement, aptitude, psychological and other tests should be used to augment and enhance the traditional assessment tools.
- Test instruments should not be racially or culturally biased.
- An inter-disciplinary assessment team approach should be used.

- Initiatives should be taken to develop and promote programs such as
spending clinics and low-income clinics as part of the continuing
education and training of health workers.
- The value of a health insurance program and the need of health
insurance programs continue to be recognized. These programs will
be made available to community groups who wish to participate.

Special Services

The Board of Education for the City of Hamilton recognizes the unique needs of all students regardless of their background, and encourages parent/guardian input into educational decision-making.

Reception

All staff in a school share the responsibility for the warm and sensitive manner with which a student new to a school is received. All staff, therefore, should be sensitive to and respect the special needs of the new immigrant student and/or a student from a visible minority group.

- The reception of the new student and his/her parents should be regarded as the time to begin a comprehensive information-gathering process leading to the development of a profile for the student.
- In both elementary and secondary schools new students and their parent/guardian should be given an orientation tour supported by a brochure and other orientation material explaining the school, the programs, subjects, levels of difficulty, clubs and extra-curricular activities. Wherever possible this material should be presented in the first language of the students, parents/guardians and discussed in order to make sure they are properly understood. Interpreters should be used, where there is a recognized need.

Assessment

Every attempt should be made to prevent misconceptions about a student's capabilities and to avoid inappropriate programming.

- Various forms of assessment including achievement, aptitude, psychological and other tests should be used to augment and enhance instructional programs in schools.
- Test instruments should not be racially or culturally biased.
- An inter-disciplinary assessment team approach should be used.

Special Services

The Board of Education for the City of Houston recognizes the unique needs of all students regardless of their background, and encourages parents to provide input into educational decision-making.

Identification

All staff in a school share the responsibility for the screen and sensitive response with each student new to a school is welcomed. All staff, students, should be sensitive to and respect the special needs of the new immigrant students and a student from a similar language group.

- The recognition of the new student and his/her parents should be reinforced in the time to begin a comprehensive orientation program. Personal feeling in the development of a family for the student.
- In both of learning and secondary schools new students and their parents/guardians should be given an orientation tour supported by a teacher and other educational material explaining the school for programs, subjects, levels of difficulty, and non-traditional activities. Whenever possible this material should be presented in the first language of the students. Parents/guardians and students in order to make sure they are properly understood. Instruments should be used, where there are recognized needs.

Assessment

- Every attempt should be made to prevent misconceptions about a student's capabilities and to avoid inappropriate programming.
- Various forms of assessment including achievement, aptitude, personality and other tests should be used in a variety of ways in the educational programs in schools.
- Test instruments should not be totally or culturally biased.
- An inter-disciplinary assessment team approach should be used.

Placement and Monitoring

All new students should be placed age-appropriately (unless there are exceptional circumstances that would not support such a placement), in the neighbourhood school, without a formal assessment.

- English as a Second Language/Dialect (ESL/D) program should be provided where appropriate, as soon as possible after admission.
- A satisfactory adjustment period should be allowed for the collection of dated samples of the students work, most of which should reflect their former life and cultural experiences.
- Initial placements should be regarded as tentative and be monitored, evaluated and reviewed by personnel so designated.
- If/when a programming change is necessary, parents/guardians should be involved and the change explained (through an interpreter if necessary) regarding the possible effects the change might have on the student's education and/or career opportunities.
- Regular reviews of placement should be convened and parent/guardian involvement should be encouraged when students are discussed by in-school Diagnostic and Resource Teams (DARTS) and/or Identification Placement and Review Committee (IPRC).

Placements in Special Education Programs

When placement in a Special Education program is being considered, it should occur only:

- after the student has been given sufficient time to adjust to the new school and neighbourhood, so that cultural disorientation is not interpreted as an intellectual deficiency or a learning disability.
- after the placement and monitoring process has been in place, program modifications executed and reviewed.
- through the decision-making process involving parents/guardians.
- if assessment instruments are used which are culture fair and/or culture free.

Placement and Identification

All new students should be placed appropriately based on their educational circumstances that would not support such a placement in the regular classroom and not within a special classroom.

- If a student is identified as having a disability, the program should be reviewed when appropriate as well as possible after admission.
- A satisfactory adjustment period should be allowed for the collection of data samples of the student's work, and if work should reflect that learning the student is capable of.
- Initial placement should be regarded as tentative and be monitored, evaluated and reviewed by personnel as designed.
- If within a programmatic change is necessary, parents/guardians should be involved and the change explained through an appropriate process. If necessary, regarding the need to change, the change should have an impact on the student's education and/or career opportunities.
- Regular reviews of placement should be reviewed and parent/guardian involvement should be encouraged when students are identified by the school. Placement and Review Team (DARPT) and/or Identification Team (IDT) and/or Review Committee (IRC).

Placement in Special Education Programs

When placement in a Special Education program is being considered, it should occur only:

- after the student has been given sufficient time to adjust to the new school and neighborhood, so that initial placement is not influenced by an initial difficulty or a learning disability.
- after the placement and monitoring process has been in place for a period of time and monitoring process has been in place.
- through the decision-making process involving parent/guardian.
- If assessment instruments are used which are culturally and/or linguistically fair.

- with follow-up on a frequent and regular basis to monitor change.

Data Collection

- More specific data collection should be undertaken to better ascertain the composition and location of our school population in terms of racial, ethnic, cultural, religious backgrounds.
- Data should be collected on placement of students, schools, levels of difficulty, and on-going analysis of student drop-outs should be undertaken in order to evaluate areas of need.

Guidance

Guidance Counsellors share with other staff the responsibility for helping all students become aware of their own individual identity and heritage and to understand and respect the heritage of others. Guidance counsellors play a critical role in ensuring that students and parents benefit from accurate, unbiased and up-to-date information, direction and support.

- Teachers who have the empathy and skills to deal with complex and sensitive issues that affect young people and their families should be encouraged to take counsellor training.
- Every effort should be made to recruit teachers with these skills who are also representatives of the racial, ethnocultural and religious composition of the student population.
- Guidance Counsellors should assist students and parents who are newcomers to Canada by helping them to obtain the assistance they need both in the initial phase of adjustment and on an on-going basis to help students to develop appropriate future educational plans and to explore a range of career alternatives.
- Where appropriate, Guidance Counsellors should provide assistance in dealing with problems that involve inter-racial, inter-cultural or inter-religious tensions and/or incidents.

with follow-up on a frequent and regular basis in mental health.

Data Collection

- Most specific data collection should be restricted to better measure the composition and location of the actual population in terms of racial, ethnic, cultural, religious, and linguistic background.
- Data should be collected on placement of students, schools, levels of difficulty, and on the degree of student engagement should be undertaken in order to evaluate needs of each.

Guidance

- Guidance Counselors should work with other staff to help all students become aware of their own individual identity and to understand and respect the heritage of others. Guidance counselors play a vital role in ensuring that students and parents benefit from cultural, linguistic, and aptitude information, direction and support.
- Teachers who have the sympathy and skills to deal with language and cultural issues that affect young people and their families should be encouraged to take a leadership role.
 - Every effort should be made to recruit teachers with those skills who are also representatives of the racial, ethnic, and cultural groups in the population of the student population.
 - Guidance Counselors should assist students and parents who are new to the country by helping them to obtain the resources they need both in the initial phase of adjustment and on an ongoing basis in help students to develop appropriate future educational plans and to explore a range of career alternatives.
 - Where appropriate, Guidance Counselors should provide assistance to students with problems that parents/guardians, non-cultural or other religious leaders and/or teachers.

Responding to Racial, Ethnocultural, Religious Harassment

The Board of Education for the City of Hamilton is committed to the principles of educational excellence and equality of opportunity. These goals can only be attained in a positive and supportive environment which protects and promotes the dignity, worth and self-esteem of every person and the mutual respect and co-operation between individuals.

Any expression of racial, ethnic, cultural or religious bias in any form by our trustees, employees or students will not be tolerated.

The response to any such expression of bias must be immediate. Non-intervention is not an option since it could be perceived as condoning the event.

Policy Against Harassment

In adherence with the Ontario Human Rights Code, the Board's Policy Against Harassment states that every employee, volunteer and student has a right to freedom from harassment in the workplace and school system because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability.

- **For the purpose of this policy, harassment means engaging in a course of derogatory or vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.**
- **In the belief that greater awareness of and sensitivity to the rights of others will prevent harassment, implementation of this policy should include:**
 - **education and inservice opportunities to better understand the Board's policy and procedure, and the responsibilities of each member on the issue of harassment.**

Responding to Racism Ethnocultural Religious Harassment

The Board of Inquiry for the City of Montreal is committed to the protection of individual equality and dignity of persons. It is also committed to the promotion of a peaceful and safe environment where all persons are free to express their identity and beliefs without fear of harassment or discrimination. The Board of Inquiry is committed to the promotion of a peaceful and safe environment where all persons are free to express their identity and beliefs without fear of harassment or discrimination.

Public Policy Statement

- In accordance with the Charter of Human Rights and the Board's Policy Against Ethnocultural Religious Harassment, the Board of Inquiry is committed to the promotion of a peaceful and safe environment where all persons are free to express their identity and beliefs without fear of harassment or discrimination.
- The purpose of this policy is to provide a framework for the Board of Inquiry to respond to cases of harassment and discrimination.
 - In the belief that greater awareness of and sensitivity to the rights of all persons will prevent harassment and discrimination in the future, the Board of Inquiry is committed to the promotion of a peaceful and safe environment where all persons are free to express their identity and beliefs without fear of harassment or discrimination.

- recruitment and training of a team of volunteer Facilitators from whom any employee, volunteer or student may seek counselling, advice and mediation of harassment complaints.
- operation of a process which emphasizes informal resolution as the primary objective, but provides both informal and formal procedures for complaint resolution to ensure adherence to Board Policy.

School Responses to Racial Incidents

Each school should have a policy for dealing with racial incidents, in conjunction with its discipline code, which should be transmitted to the school community.

- For the purposes of this policy, incidents requiring an immediate response will include racist name-calling, jokes and slurs, graffiti, insults, threats, discourteous treatment, intimidation and written or physical abuse.
- To foster a healthy, positive learning environment in our schools for all students and to ensure that responses to incidents are immediate, visible, fair and consistent for all students, the policy should include:
 - a procedure for immediate intervention, for appropriate discipline, for recording and reporting.
 - the means for providing appropriate on-going in-service, resource materials, and knowledge of the school community for all staff.
 - access to a network of support personnel from the educational system and/or the community and methods of converting incidents into learning experiences for all involved.

Staff Development

An educational environment which is free from racial, ethnic, cultural and religious discrimination should be provided in order for each student to assume his/her role in the larger Canadian community and to develop to maximum potential. Attitudes of acceptance, tolerance, respect and understanding can only be imparted to others when they first become part of the way we think, feel and act.

Staff Programs

- Opportunities should be provided by superintendents, principals, coordinators/consultants for the development of positive attitudes, sensitivity and competence required to work effectively with people of diverse racial, ethnic, cultural and religious backgrounds.
- A staff development plan should include programs which allow all trustees and staff to:
 - identify personal bias and deal with any discomfort felt in addressing issues of racism and racial, ethnic, cultural or religious differences.
 - develop understanding and communication skills for responding to a multi-racial, multi-ethnic, multi-cultural and multi-religious community.
 - attend conferences and workshops and take an active part in human rights and multicultural organizations.

Staff Development Department

- The Staff Development department will develop a yearly action plan outlining system-based activities and in-service based on school and community needs related to the implementation and evaluation of the Race Relations and Ethnocultural policy which should:
 - involve representatives from racial, ethnic, cultural, religious groups on designing and implementation teams.
 - promote positive relations among staff members from diverse racial, ethnic, cultural and religious backgrounds.

Employment Practices

All members of our multi-racial, multi-ethnic, multi-cultural and multi-religious community should have equal opportunity for employment. It is the aim of the Board of Education for the City of Hamilton to ensure that race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offence, marital status, family status, disability not serve as barriers in the workplace.

Selection and Promotion

The Board intends to review selection and promotion practices to ensure they are bias-free and subsequently advertise itself as an "Equal Opportunity Employer" on all job advertisements and application forms.

- Job advertisements will conform to the Ontario Human Rights Code and should contain all essential criteria, qualifications and experience requirements relevant to the position offered.
- Interviewers and others involved in decision making have a responsibility to ensure that selection procedures are free of any form of racial, ethnic, cultural and religious bias.
 - Regular in-service training sessions should be provided for those involved in hiring on the provisions of the Ontario Human Rights Code and current issues related to racial discrimination.
 - Selection guidelines for new employees should include a requirement that successful applicants display a positive, genuine and accepting attitude toward all individuals regardless of race, creed, colour, ancestry and place of origin, and that interviewers refuse to hire or promote any person that may promote discrimination based on any of the prohibited grounds in the Ontario Human Rights Code.
- Considerations for transfers, assignments and professional development opportunities should be based on merit and free from any form of racial, ethnic, cultural and religious bias.

Employment Practices

All members of our multi-cultural workforce, regardless of their race, ethnicity, age, sex, sexual orientation, or marital status, should be treated with respect and dignity in the workplace. It is the policy of the Board of Directors for the City of Edmonton to ensure that all employees are treated fairly and that no employee is subjected to harassment or discrimination on the basis of any of the above factors.

Selection and Promotion

- The Board intends to ensure selection and promotion processes are based on merit and that all employees are treated fairly and that no employee is subjected to harassment or discrimination on the basis of any of the above factors.
- Job advertisements will contain the following information: job title, duties, responsibilities, and the required qualifications and experience.
- Interviews and other selection processes should be conducted in a fair and unbiased manner. All candidates should be given the opportunity to be interviewed.
- Selection decisions should be based on the qualifications and experience of the candidates and should not be based on any of the above factors.
- Employees who are selected for promotion should be given the opportunity to be interviewed.
- Selection decisions should be based on the qualifications and experience of the candidates and should not be based on any of the above factors.
- Employees who are selected for promotion should be given the opportunity to be interviewed.
- Selection decisions should be based on the qualifications and experience of the candidates and should not be based on any of the above factors.

Special Measures

The Board recognizes that systemic barriers exist in many policies and practices. In order to eradicate these inequities, the Human Resources Department in conjunction with the Affirmative Action Program has taken the responsibility to develop appropriate goals, strategies and timetables to achieve a staff with a more equitable balance of racial, ethnic, cultural and religious representation. Specifically, it is recommended that:

- Direction, counselling and training be made available to employees to develop career goals and upgrade qualifications.
- The Board undertake an active recruiting campaign to ensure that qualified members of minorities are encouraged to apply to the Hamilton Board for employment in all areas.
- The Board include as a criterion for selection and promotion, and communicate that criterion, that knowledge of and sensitivity to race and ethnic relations and multicultural and religious understanding are important considerations in the selection of qualified applicants for positions within the Board.

Monitoring and Reporting

A monitoring system should be put into effect to ensure that all employment practices concerning hiring, promotion, transfers, assignments, leaves of absence and training will be free of any discrimination.

- Evaluation procedures should be established to measure on a regular basis, results versus goals; mechanisms should be established to regularly inform staff and community of the progress in implementing anti-racist policy in the area of human resources.
 - Under Section 13 of the Ontario Human Rights Code, the Board's Affirmative Action Program has been granted approval to gather statistical information on the population within its mandate.
 - Under the Affirmative Action Program, and as approved by the Human Rights Commission, an Applicant Tracking Program should be

Special Programs

The Special Programs are designed to provide support and assistance to businesses and organizations that are interested in the Special Programs. The Special Programs are designed to provide support and assistance to businesses and organizations that are interested in the Special Programs. The Special Programs are designed to provide support and assistance to businesses and organizations that are interested in the Special Programs.

- Business counselling and training for small businesses to help them develop their business and improve their productivity.
- The Small Business Development Bank (SBDB) provides financial assistance to small businesses and organizations that are interested in the Special Programs.
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Monitoring and Reporting

- A monitoring system should be put in place to ensure that all employees are aware of the Special Programs and that they are being used effectively. The monitoring system should be put in place to ensure that all employees are aware of the Special Programs and that they are being used effectively.
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put in place to monitor applicants for employment and promotion in order to assess the success of its non-discriminatory human resources policies.

- **Feedback and counselling for both internal and external selection decisions should be available and should include explanations as to why an applicant was not chosen.**
 - **Application forms should clearly state that an unsuccessful candidate may seek redress if he/she feels that a decision was unfairly reached on the basis of a prohibited group of discrimination.**
- **The Board should establish a mechanism to hear and resolve complaints or appeals of discriminatory treatment or decisions within the Board, and that this process should emphasize conciliation in resolution and protection of the individual in seeking assistance.**

not as place to conduct experiments for employment and promotion
is better to make the success of the new technology better to
business process.

Feedback and counseling for both internal and external activities
decisions should be made and should be made consistently as to
why an experiment was not chosen.

Experimentation should be made consistently as to the consistency of results
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based on the basis of a predicted group of characteristics.

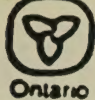
The data should establish a mechanism to test and make conclusions
of the results of the experiment, the results of the experiment, and the
results of the experiment should be made consistently as to the results
non and prediction of the individual in making decisions.

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PG-

Section

RACE RELATIONS DIRECTORATE
CITIZENSHIP DEVELOPMENT
BRANCH

Subject/Sujet

RACE RELATIONS
PROJECTS

Page

1 of 4

Day/Jour Mo./Month Yr./Année

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Purpose:.

To provide support for community organizations, and/or institutions to undertake the following categories of race relations related projects:

- (A) Race Relations Public Education Activities such as conferences, exhibitions, displays, workshops and seminars.
- (B) Race Relations Policy and Program Development for Institutions: such as the development of race relations policies, racial harassment guidelines and employment equity projects.
- (C) Project proposals which seek to address/reduce Racial Tensions and Conflict such as conducting needs assessment and/or race relations training and developing appropriate policies.

The project should clearly demonstrate how it promotes one or both of the following Ministry objectives pertaining to race relations:

- . Equality of treatment and opportunity and access to services for racial minorities;
- . Positive race relations and reduction of racial tension and conflict.

. Note:

- For the purpose of this grant program race relations projects must be focussed and in line with one of the above-noted three categories. General information sharing, planning and strategy sessions are not deemed projects per se and are therefore ineligible.

- Ministry funding is intended to be used for innovative projects. Repeat requests for support of the same project will not be considered.

RACE RELATIONS FACTS FACTS RELATIONS FACTS	Page: _____ Date: _____ Chapter: _____ Section: _____ Topic: _____
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The purpose of this study is to determine the extent of racial prejudice and discrimination in the United States and to identify the factors which contribute to its persistence.

The study is based on a review of the literature on racial prejudice and discrimination, and on a survey of the attitudes and opinions of a representative sample of the American population.

The results of the study indicate that racial prejudice and discrimination are widespread in the United States, and that they are based on a variety of factors, including social, economic, and psychological factors.

The study also indicates that racial prejudice and discrimination are not inevitable, and that they can be reduced or eliminated through education, social reform, and the promotion of racial harmony.

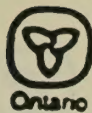
The study concludes that racial prejudice and discrimination are a serious problem in the United States, and that they must be addressed if the country is to achieve true equality and justice for all its citizens.

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RACE RELATIONS DIRECTORATE CITIZENSHIP DEVELOPMENT BRANCE	RACE RELATIONS PROJECTS	2 of 4
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Who is eligible:

- Non-profit community organizations and institutions.
- Municipalities and school boards as initiators of significant new race relations projects on a cost sharing basis. These projects should not be an extension of the municipality's or school board's normal race relations activities.
- Native bands and groups.

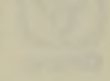
What is eligible:

- Facility and related equipment rentals;
- Audio visual services or rentals;
- Interpretation of program and/or translation of proceedings reports;
- Preparation and administrative support costs and directly related salaries, and follow-up costs, such as project evaluations and post-project reports;
- Honoraria or fees for resource persons;
- Travel expenses and accommodation for resource persons and specially designated delegates;
- Specialized display or support services;
- Publicity expenses;
- Publication of proceedings, reports and papers.
- Matching funds may be in cash or in kind. They must be from sources other than the Provincial or Federal government.

Maximum:

Category (A) - Up to 80% of eligible costs to a maximum of \$10,000.

Categories (B) and (C) - Up to 80% of eligible costs to a maximum of \$35,000.



BASIC RELATIONS DIRECTORATE EDUCATIONAL DEVELOPMENT BRANCH		
BASIC RELATIONS PROJECTS		
1	2	3
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What is eligible:

- Non-profit community organizations and institutions
- Individuals and school boards as recipients of assistance for educational projects and a cost sharing basis. These projects should not be an extension of the institution's or school board's normal educational activities.

What is eligible:

- Native bands and groups
- Facility and related equipment (rentals)
- Radio visual services or rentals
- Interpretation of program and/or translation of proceedings reports
- Preparation and administrative support costs and directly related salaries and follow-up costs, such as project evaluations and post-project reports
- Honoraria or fees for resources (personnel)
- Travel expenses and accommodation for resource persons and specially designated delegates
- Specialized display or support services
- Subsidy expenses
- Publication of proceedings, reports and papers
- Matching funds may be in cash or in kind. They must be from sources other than the Provincial or Federal government.

Maximum:

Category (A) - Up to \$50,000 eligible
Category (B) and (C) - Up to \$10,000 eligible



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Section RACE RELATIONS DIRECTORATE CITIZENSHIP DEVELOPMENT BRANCH	Subject/Sujet RACE RELATIONS PROJECTS	Page 3 of/de 4 Day/Jour Mo./Mois Yr./Année 29 09 88
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- Application must include:**
- . A complete CPG application form;
 - . A Full description of the project and its purpose;
 - . The dates of the event/activity;
 - . A detailed breakdown of the components of the event/activity, including topics for discussion and a timetable outlining major milestones;
 - . A detailed project budget;
 - . Names and addresses of specially designated delegates and rationale for designation;
 - . Names and addresses of resource persons and their qualifications;
 - . Job description and qualifications of project coordinator(s);
 - . The number of expected participants;
 - . A detailed statement of matching sources and amounts;
 - . A statement indicating that the applicant/grant recipient shall acknowledge the assistance of the Government of Ontario through the Ministry of Citizenship in advertising, publicity, programs, signage and plaques relating to the project for which funds are granted;
 - . An evaluation plan for the project.



Ministry of Agriculture and Fisheries
Government of India
New Delhi

100

Sl. No.		Project Name		Project Location	
1	2	3	4	5	6
1	2	3	4	5	6

- Application must include:-
- 1. A certificate from the local authority.
- 2. A full description of the project and its objectives.
- 3. The dates of the project.
- 4. A detailed statement of the project's objectives and the results expected.
- 5. A detailed statement of the project's budget and the resources required.
- 6. A detailed statement of the project's progress and the results achieved.
- 7. A detailed statement of the project's impact on the community.
- 8. A detailed statement of the project's sustainability.
- 9. A detailed statement of the project's evaluation.
- 10. A detailed statement of the project's conclusion.



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Additional Requirements:

- The applicant organization must provide Ministry with a written proposal showing that the project will enhance the development of positive race relations within the organization and its constituency and the impact it will have on the community large.
- The applicant organization, in its proposal must demonstrate its commitment to the promotion of long-term positive race relations programs/endeavours.
- Project proposals must be submitted to the Race Relations Directorate at least three months in advance for the project date to allow for consultation, adequate planning and proposal treatment.

Required Follow-up:

Final project and financial reports require within two months of project completion. The report should include an evaluation of the project including its implementation process and the extent to which the purpose was achieved.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1988 10 06

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Religious Opening Exercises in Our Schools

The background information leading up to the decision of the Ontario Court of Appeal on this topic, along with the directive from Bernard Shapiro, Deputy Minister of Education, are attached to this memo for your information.

Based on the information we received and in consultation with other officials and the Chairman of the Board, school principals were advised as outlined in the memo from the Associate Director.

We have received a copy of the Toronto Board of Education's document, "Readings and Prayers for use in Toronto Schools". This is an in-depth publication that has been extensively researched and written with the assistance of religious and community leaders in Toronto (see attached table of contents). Trustees may wish to consider the direction we should take in the development of a list of readings or prayers that would "reflect the realities and traditions of Ontario society".

RECOMMENDATION:

That this report be accepted for information, discussion and direction to the officials by the Trustees.

Prepared and submitted by: K. A. Rielly,
Director of Education and Secretary.

attach.

-as

EDUCATION LAW UPDATE

ONTARIO PUBLIC SCHOOL TRUSTEES' ASSOCIATION

Serving Ontario's Public School Trustees

September 27, 1988

RELIGIOUS OPENING EXERCISES

The Ontario Court of Appeal, in a decision released September 23rd has found that religious exercises prescribed for the opening or closing of the school day in public schools, infringe upon the freedom of religion and conscience guaranteed in the Canadian Charter of Rights and Freedoms.

The appeal overturns the decision of the Divisional Court of the Supreme Court of Ontario in Re Zylberberg v. Director of Education of Sudbury Board of Education where the Divisional Court approved of mandatory opening religious exercises in public schools as provided for in Regulation 262 under the Education Act.

The daily opening exercises in all schools at the Sudbury Board of Education include the singing of O Canada and the saying of the Lord's Prayer. In some schools scripture passages are also read. At the request of a parent, a child is excused from the classroom during the exercises or, if he or she remains in the room, is not required to participate.

At issue was s.28(1) of Regulation 262 under the Education Act which reads:

28(1) A public school shall be opened or closed each school day with religious exercises consisting of the reading of the Scriptures or other suitable readings and the repeating of the Lord's Prayer or other suitable prayers.

The Court of Appeal concluded that s.28(1) of the Regulations is of no force or effect because it interferes with the appellant's freedom under s.2(a) of the Charter which declares:

2. Everyone has the following fundamental freedoms:
 - (a) freedom of conscience and religion;

There was much discussion of the right to be excused from class or to be exempted from participating contained in s.28(10) of the Regulations. The unqualified right to be excused from taking part in any religious exercise was relied upon by the Divisional Court in coming to their conclusion that there was no infringement of Charter freedoms.

The Court of Appeal, however, disagrees. After reviewing U.S. cases and the report of the Mackay Committee, the Court of Appeal concluded at pg. 26 that:

.../2

For A Strong Public School System

"the right to be excused from class, or to be exempted from participating, does not overcome the infringement of the Charter freedom of conscience and religion by the mandated religious exercises. On the contrary, the exemption provision imposes a penalty on pupils from religious minorities who utilize it by stigmatizing them as non-conformists and setting them apart from their fellow students who are members of the dominant religion. In our opinion, the conclusion is inescapable that the exemption provision fails to mitigate the infringement of freedom of conscience and religion by s.28(1)."

The Court of Appeal considered the application of s.1 of the Charter to justify the infringement .

Section 1 of the Charter provides:

1. The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society."

The Court of Appeal concluded that because the very purpose of s.28 violated the Charter it was incapable of justification under s.1.

The Court made note of the experiences and practices of the Toronto Board of Education. The Toronto Board had undertaken a re-examination of religious exercises. This led, in 1979, to the formation of an interdenominational committee to recommend suitable prayers and religious readings. In 1980, the committee published a book of prayers and readings which was revised in 1981 and again in 1984. The readings and prayers in the book are drawn from a number of sources including Bahaism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, People of Native Ancestry, Secular Humanism, Sikhism and Zoroastrianism. The book has been used in Toronto public schools for opening exercises since 1980.

The Toronto exercises now consist of the singing of O Canada, the reading of one or more selections from the book, followed by a moment of silent meditation and sometimes by comments by the teacher or principal, on the origins of the selections used.

While saying that the practices of the Toronto Board are less intrusive than the reading of the Lord's Prayer, the Court refused to express any opinion as to whether they might give rise to Charter scrutiny because the issue was not before them. They did state, however, that the Toronto experience shows that it is not necessary to give primacy to the Christian religion in school opening exercises and that they can be more appropriately founded upon the multicultural traditions of our society.

The decision only deals with religious opening exercises. The issue of religious education in public schools was dealt with in Canadian Civil Liberties Association v. Elgin County Board of Education (see Education Law Update dated April 7, 1988) and is now under appeal to the Court of Appeal. It is significant to note that the decision relied in part on the right to an unqualified exemption from instruction in religious education to uphold Regulation 262.

Where does all this leave public school boards? The Minister of Education is quoted as saying that it will take a week or two before a decision is made to either appeal the ruling or change the Education Act.

The decision renders s.28(1) of Regulation 262 null and void. This is the section which mandates religious opening exercises. Without this section school boards probably do not have the authority to provide religious opening exercises and if they do choose to provide religious opening exercises, leave themselves vulnerable to Charter action.

School boards are best advised to cease the practice of reading the Lord's Prayer or other religious opening exercises until the matter is fully clarified by the Ministry of Education.

It would appear that the Court of Appeal decision would allow non-denominational or inspirational readings to begin the school day. These would not be considered "religious" readings. School boards may wish to begin this practice in place of the reading of the Lord's Prayer or other religious readings.

It is worth repeating that while the Toronto Board practices were referred to, the Court of Appeal did not pass judgment on them.

A copy of the decision (86 pages) is available by contacting the OPSTA office at (416) 239-1101.

For more information contact: John Jakub
Director of Legal and Personnel Services



Deputy Minister
Sous-ministre

Ministry
of
Education
Ministère
de
l'Éducation

(416) 965-2605

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Memorandum to: Directors of Education

From: Bernard Shapiro
Deputy Minister

Date: September 28, 1988

Re: Court of Appeal Decision Concerning
Religious Exercises

The Ministry of Education is responding to requests from school boards for guidance concerning the way boards should comply with the decision of the Ontario Court of Appeal regarding Ontario Regulation 262 ss.28(1). The decision of the Court, dated September 23, 1988, struck down subsection 28(1). This subsection, and the decision of the Court relating to it, has no effect in schools operated by Roman Catholic separate school boards.

The response of the Ministry is based on the advice of Ministry legal counsel. The Ministry is continuing to consider its legal and policy options with respect to the Court decision.

Under Ontario Regulation 262 ss.28(1):

"A public school shall be opened or closed each day with religious exercises consisting of the reading of the Scriptures or other suitable readings or the repeating of the Lord's Prayer or other suitable prayers."

There is no other provision of the Education Act or its regulations that makes opening or closing exercises mandatory in elementary public schools. However, Ontario Regulation 262 s.4 states:

"The opening or closing exercises in a school shall include O Canada and may include God Save the Queen."

A board may, at this time, exercise its discretion not to have opening exercises in its elementary schools.

Where opening or closing exercises are continued, boards are advised that they:

- a) may include God Save the Queen,
- b) shall include O Canada, and
- c) shall respect the spirit of the Court of Appeal decision in that:

any readings or prayers must reflect the multicultural realities and traditions of Ontario society, and

one religion must not be given a position of primacy.

It should be noted that Ontario Regulation 262 ss.29(1), dealing with religious exercises in secondary schools, was not before the Court of Appeal and no decision was made by the Court with respect to it. However, it is expected that boards will ensure that opening and closing exercises conducted under this subsection will respect the spirit of the Court of Appeal decision.

for Mariette Carrier Fraser
Bernard J. Shapiro
Deputy Minister

News release

Communication Services Branch, Mowat Block, 14th floor
Queen's Park, Toronto, Ontario M7A 1L2

Communiqué

Direction des communications, Edifice Mowat, 14^e
Queen's Park, Toronto (Ontario) M7A 1L2

Reference: Jack Berryman
(416) 965-2228

September 27, 1988
For Immediate Release

The Ministry of Education has received inquiries from school boards seeking guidance about the way boards should comply with the decision on Friday, Sept. 23, of the Ontario Court of Appeal regarding Section 28(1) of Ontario Regulation 262 concerning religious exercises.

Section 28(1), which the Court struck down, stated,

"A public school shall be opened or closed each day with religious exercises consisting of the reading of the Scriptures or other suitable readings or the repeating of the Lord's prayer or other suitable prayers."

The Ministry is advising boards that under another section of Regulation 262, Section 4, a board may exercise its discretion to offer opening exercises, on the condition that such exercises respect the spirit of the Court of Appeal's decision.

Regulation 262, Section 4, states,

"The opening or closing exercises in a school shall include O Canada and may include God Save the Queen."

If a board chooses to continue with opening exercises, it may do so provided that any readings and prayers reflect the multicultural realities and traditions of Ontario society, and provided that no one religion is given a position of primacy.

An example of such opening exercises is provided by the interfaith program for religious exercises used by schools in The Board of Education for the City of Toronto.

This advice, based on the interpretation of the Court of Appeal's decision by Ministry legal counsel, is being offered to boards as an interim measure as the Ministry continues to consider its legal and policy options with respect to the Court of Appeal's decision.

MEMORANDUM



1989 10 03.

TO: Superintendents of Schools
All Principals

FROM: A. L. Stockwell, Associate Director of Education

RE: ATTACHED MEMORANDUM -- COURT OF APPEAL DECISION CONCERNING
RELIGIOUS EXERCISES

A copy of the Ministry of Education Memorandum regarding the Court of Appeal Decision Concerning Religious Exercises is attached to this memo.

Schools are encouraged to continue with opening exercises. If opening exercises are held, they must include O Canada and may include readings or prayers which reflect the multicultural realities and traditions of Ontario. Further, it is important that no one religion be given a position of primacy.

In the near future, a list of materials suitable for use in opening exercises will be provided to the schools.

A. L. Stockwell,
Associate Director of Education
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encl.

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A G E N D A

PERSONNEL AND ORGANIZATION COMMITTEE

1988 05 10

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - attached page 1
2. Personnel Training Report - attached pages 2 & 3

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - attached pages 4 to 6
2. Requests re "Four Over Five" Plan - attached page 7



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